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AUTHOR Anderson, Julie, Ed.
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ABSTRACT

This document consists of ten issues of the newsletter "Community Update," containing articles on community and family involvement in education. Article topics include: a college education is necessary and possible; math and science study points out problems and positive solutions; the "America Reads Challenge"; meeting the Department of Education's Technology Challenge; Senate budget resolution eliminates needed education investments for America's students; the FREE (Federal Resources for Educational Excellence) World Wide Web site provides new resources for teaching and learning; supporting America's students as they go back to school; House subcommittee eliminates key education investments; public supports mainstream investments in education; preparing for college; a national symposium on designing schools for the 21st century; America Links Up--a campaign to promote online safety for children; community partnerships help create safe and drug free schools; Reading Summit launches crusade for child literacy; new initiatives help students prepare for college early; the E-rate benefits schools and libraries; America Counts helps students master challenging mathematics; First Lady Hillary Rodham Clinton launches the Mars Millennium Project; excerpts from the 1999 State of American Education address; and President Clinton's fiscal year 2000 education budget. Each issue includes an insert on family involvement, "Partnership for Family Involvement in Education." (DLS)

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ED 428 742

Community Update
1998-1999

Julie Anderson
Editor

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Community Update

No. 56
April 1998
U.S. Department of Education

A College Education Is Necessary *and* Possible

A college education can open the door to a lifetime of better job opportunities, higher income, and knowledge that can never be taken away. But preparing and paying for a college education requires time, effort and careful planning by parents and students. And many parents—especially those who did not attend or finish college themselves—don't realize that preparing academically and financially for college should begin *early*, by the time a student enters sixth or seventh grade, and continue through middle and high school.

Economically at-risk, middle grades students need to know that education after high school is not beyond their means. Teachers, guidance counselors, colleges, and community and business organizations must reach out to students and families whose lack of finances and information might prevent them from pursuing higher education goals. They should be encouraged to:

- Set high expectations and high standards;
- Work hard and take college preparatory and advanced placement courses, starting with the college "gateway" courses of algebra and geometry in the eighth and ninth grade;
- Find and connect with mentors who will support their positive goals; and
- Learn about programs to help them pay for college, and take advantage of tax cuts and savings plans.

President Clinton's 1999 balanced budget proposal features programs that encourage young people and their families to think about and prepare for college early in middle school. The 1999 budget request includes:

- **$15 million for the Think College Public Information Campaign** to inform middle and high school students and their families about ways to prepare and pay for a college education;

U.S. Secretary of Education Richard W. Riley visits with a middle school student.

- **$140 million for the High Hopes for College initiative** to fund partnerships between colleges and universities and middle grades schools that encourage college enrollment among low-income students;
- **$7.6 billion, an increase of $249 million, for the Pell Grant Program** to provide grants to millions of low-income students; and
- **$900 million, an increase of $70 million, for the Work-Study Program** to give students the opportunity to work their way through college.

The U.S. Department of Education's publications *Getting Ready for College Early* and *The ERIC Review: A Pathway to College*, and information about the 1999 budget request, are available by calling 1-800-USA-LEARN. Information will soon be available at the "Think College" Web site at http://www.ed.gov/thinkcollege/. CU

Special Insert on Think College Early (See inside)

The next White House Millennium Evening will be April 22, 1998, and will feature three recent Poets Laureate of the United States. Satellite broadcast and Internet cybercast information will be available on the White House Web site at http://www.whitehouse.gov/Initiatives/Millennium/main.html.

April Town Meeting Will Focus on Helping Children Master Math and Science

The April Satellite Town Meeting will explore how schools, families and communities can work together to assure that all children master challenging mathematics and science subjects—especially algebra—that prepare them for college and careers. The program will also explore the recent results of the Third International Mathematics and Science Study (TIMSS), which compared the mathematics and science achievement of a half-million students from 41 countries at the fourth, eighth and twelfth grade levels.

Satellite Town Meeting panelists will discuss ways to help build a strong foundation in mathematics and science in the middle grades by raising standards, measuring student performance, and encouraging schools to offer a challenging curriculum. Entitled "Making Math Count: World-Class Achievement Starting with Algebra," the hour-long Satellite Town Meeting will air on Tuesday, April 21, at 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the U.S. Chamber of Commerce, with support from The Bayer Foundation, The Procter & Gamble Fund, and The SC Johnson Wax Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service, and Channel One. The program will be closed-captioned and simulcast in Spanish.

The satellite coordinates are as follows:

C-Band: Galaxy 9, Orbital Location 123 degrees West; Transponder 1; Vertical Polarity; Channel 1; Downlink Frequency 3720 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: Telstar 5, Orbital Location 97 degrees West; Transponder 24; Horizontal Polarity; Channel 24; Downlink Frequency 12124 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. Call 1-800-USA-LEARN for additional information or to register your participation, or visit http://www.ed.gov/inits/stm/. CU

President Clinton Makes Building and Renovating Public Schools a National Priority

President Clinton's FY 1999 budget proposal includes $22 billion in interest-free bonds to help communities and states build and modernize more than 5,000 schools across the nation. This proposal will help assure that children across the county learn in safe, modern, well-equipped schools and get the preparation they need to succeed in the 21st century. Currently, one-third of the nation's schools, serving more than 14 million students, need extensive repair or renovation of one or more buildings. Many schools are already overcrowded, and in many communities, school enrollments are expected to increase for the next ten years.

"The number of American schools that are physically worn out and overcrowded, are nothing less than a national embarrassment," U.S. Secretary of Education Richard W. Riley said in a recent address to school principals.

The proposal provides tax credits in lieu of interest payments for investors in two types of bonds. A total of $19.4 billion in zero interest bonds ($9.7 billion in 1999 and $9.7 billion in 2000) is proposed for the new 15-year Qualified School Construction Bonds which are available to states and school districts in need. The Qualified Zone Academy Bonds program, created by the Taxpayer Relief Act of 1997, would be increased and extended to $2.4 billion under this proposal.

"This school modernization proposal is attractive because it provides valuable federal support while maintaining local autonomy," Vice President Gore said. "It's a win-win proposal for students, parents, schools, communities and investors."

On April 8, Vice President Gore, Secretary Riley, members of Congress, mayors and state and local education officials will kick off a series of forums in communities across the nation to highlight the need for school construction and modernization. These forums will provide parents, teachers and others the opportunity to talk about what kinds of newly built or modernized schools can best meet the needs of their children and the community for the next 50 years.

For information about the forums, contact "School Construction" at the U.S. Department of Education by fax at (202) 205-9133. For more information about the FY 1999 budget proposal and school modernization and construction, call 1-800-USA-LEARN or visit http://www.ed.gov/updates/inits98/index.html. CU

The Partnership for Family Involvement in Education Proudly Supports

THE THINK COLLEGE INITIATIVE

YOU AND YOUR CHILDREN CAN GO TO COLLEGE

A Special Insert for Parents

Today, there are more resources available to help all ages choose and pay for a college education than ever before. College can be the key to the kind of life you and your child will want. Going to a two-year community college or four-year college at any age provides choices and life opportunities. In college you and your children can discover and develop career strengths you didn't even know of!

Try to imagine what your family's future will look like. The world is changing. Every day is a new challenge. The job market is now filled with new technologies and constant change. To be competitive, you and your children will need high-level, adaptable skills and an understanding of the world around you. More than ever before, you and your children will need the advantage that an education beyond high school will provide.

The United States has the finest system of higher education in the world. There is more money available for your family to pay for college these days. It might be easier than you think!

Money is available to help you pay for college.

New Tax Credits On Your Tax Form starting in 1999...

- If you fill out a tax form, don't forget that many parents will be able to claim up to $1,500 in HOPE tax credits for each of the first and second years of college.
- For college and training beyond the first two years, many parents can get up to $1,000 a year until 2002 and $2,000 after that if your family makes between $18,000 and $40,000 (or $80,000 for joint filers) a year.

"Your children can go to college. If you know a child from a poor family... If you know a young couple struggling with bills, worried they won't be able to send their children to college... If you know somebody who's caught in a dead-end job and afraid he can't afford the classes necessary to get better jobs for the rest of his life... Tell them not to give up—they can go on to college."

— President Clinton
State of the Union address,
January 27, 1998

This money IS available to help you—you just need to pursue it. A quick call to 1-800-4FED-AID or a look at the U.S. Department of Education's soon to be available "Think College" Web site at http://www.ed.gov/thinkcollege/ can provide you with more information about how to prepare yourself and your children for college, select colleges, and get help to pay for it. The TDD number is 1-800-730-8913. Ask for our free publications:

1998 Student Guide
School Shopping Tips
FAFSA Form

For more material,
Call 1-800-USA-LEARN

Money you don't have to pay back—need-based scholarships:

- Look at Pell Grants–the average one is almost $2,000 for low-income students.
- See what money you can earn by working while you are at college—work-study.
- Learn about other help from the college you are interested in. Contact the college financial aid office to find out about scholarships, grants and work opportunities.

Save your own money and consider loans:

- Save for college—start early!
- Get information about student loans that you pay back after leaving school.

To Continue Your Education, Here Is the Roadmap You Need...

1. **Consider the benefits!** More than five million working adults are going back to college. Adults who continue their education to improve their job skills or acquire new ones stay competitive in their current careers and are successful in entering new career fields.
2. **Complete your basic education.** If you are 16 or older and have not completed high school, contact your city or county education office to learn about adult education and GED programs in your area.
3. **Learn about continuing education and training opportunities.** Go to your local job service or one-stop career center to get information on how to participate in education and training programs. At work, visit the personnel office and ask what college and training assistance they offer. Contact the admissions office of a community college, university, graduate program, or technical school and request information for programs, part-time study, and distance learning possibilities.
4. **Choose and apply to a program that's right for you.** Apply! Practice filling out forms and then fill out and send in your applications.
5. **Apply for money.** If your child is a junior or senior in high school, get a FAFSA form by calling 1-800-4FED-AID, or from the soon to be available Web site at http://www.fafsa.ed.gov between January 1 and April 30. Try to do it as close to January 1 as possible.

Support your children in realizing their dreams. Talk to them about how to build a positive future that includes college. Have high expectations of them. We know that when we expect a lot of our children, they come through. Your encouragement can help make your children's dreams of attending college become reality.

"We need to help students and their parents recognize that there is more help to pay for college today than ever before. It's an investment, yes, but one that will pay big dividends throughout life. And with all the new options available from the federal government—grants, need-based scholarships, loans, and tax credits and special savings accounts—college is within everyone's reach."
—U.S. Secretary of Education Richard W. Riley

AMERICA GOES BACK TO SCHOOL

America Goes Back to School Planning Tip: Work with your local steering committee to continue planning your *America Goes Back to School* event. Once you've developed a proposal for your event, bring it to local businesses and community organizations for their support, time, volunteers and funding. Start talking to local celebrities about being your spokesperson. Begin developing a media strategy and thinking about the various ways to get your message out.

Math and Science Study Points Out Problems and Positive Solutions

The Third International Mathematics and Science Study (TIMSS), which compared the performance in mathematics and science of a half-million students worldwide at grades four, eight, and twelve, including 33,000 Americans, provides vital information to help states and local communities improve mathematics and science achievement. On February 24, 1998, U.S. Secretary of Education Richard W. Riley released the twelfth grade TIMSS results which, along with prior results, provide a complete picture of U.S. student achievement.

At the fourth grade, U.S. students were near the first in the world in science, and were above the international average in mathematics. However, by the eighth grade, U.S. performance had fallen to slightly above the international average in science and to below the international average in mathematics. By the twelfth grade, U.S. ranking fell to below average in both science and mathematics, even among our most advanced students.

"These results are entirely unacceptable and absolutely confirm our need to raise our standards of achievement, testing, and teaching, especially in our middle and high schools—and to get more serious about taking math and science courses," Secretary Riley said.

Secretary Riley outlined six steps that states and communities can take to improve mathematics and science achievement. First, build a firm foundation in the middle grades. The U.S. curriculum stands still during these years, failing to lay sufficient groundwork in algebra and geometry so that students are prepared for rigorous high school mathematics and science.

The second and third steps are to raise standards and to measure student performance against them. President Clinton has proposed a voluntary national test in mathematics at the eighth grade. The voluntary national test will establish a rigorous national benchmark that will reflect not only how a student's performance compares across states but also around the world.

Next, offer a more challenging curriculum to students and encourage them to take demanding courses. In other industrialized nations, all students have studied algebra and some geometry by the end of eighth grade. In the United States, only 25 percent of eighth graders have studied even algebra. U.S. students need to study algebra and geometry by eighth and ninth grade so they will be able to go on to higher-level mathematics and science, including physics, chemistry, trigonometry, and calculus in high school.

Fifth, improve the teaching of mathematics and science through teacher training. Many high school mathematics and science teachers have neither a major nor minor in their subject area and are unprepared to engage students in challenging material.

Finally, destroy the myth that not all students need advanced mathematics and science. In our knowledge-based economy, demands for strong math and science skills are continually increasing, because they are required at all levels of the workforce.

Twenty school districts outside of Chicago demonstrate a success story in raising student achievement based on the lessons of TIMSS. The "First in the World Consortium" gave their own students the TIMSS test to benchmark their performance against world-class standards. The performance of Consortium students was close to the first in the world on the fourth and eighth grade assessments; on the twelfth grade general mathematics and science assessments, student performance was, in fact, first in the world.

The secret to their success? Twice as many Consortium students study algebra by the end of eighth grade as students in the United States as a whole, and all Consortium mathematics and science teachers either majored or minored in the subject area they teach. The majority of their seniors are taking or have taken calculus, or an advanced placement math or science course. The First in the World Consortium demonstrates that U.S. students can achieve to world-class levels of excellence when they are supported by high standards, a challenging curriculum, and effective teaching.

For more information on TIMSS, visit http://nces.ed.gov/timss/. For more information on the mathematics initiative of the U.S. Department of Education, visit http://www.ed.gov/initshtml#2. CU

STEPS TO IMPROVE MATHEMATICS AND SCIENCE EDUCATION

1. Build a firm foundation by having more students study algebra and geometry by eighth and ninth grades.

2. Raise state and local standards of academic performance in mathematics and science.

3. Measure student performance against rigorous standards, like the voluntary national test in eighth grade mathematics.

4. Offer a challenging curriculum and encourage students to take four years of mathematics and science courses, including demanding courses such as calculus and physics, by the twelfth grade.

5. Improve the teaching of mathematics and science through teacher training, and reduce the large number of teachers teaching out-of-field.

6. Destroy the myth that advanced mathematics and science are only for a few students.

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SSG P14

Surplus Federal Computers Get New Life in Nation's Classrooms

A new program, Computers for Learning, is putting thousands of surplus federal computers into classrooms across the country to help prepare children to compete in the technology-driven 21st century. The Computers for Learning program is a part of the Clinton administration's Technology Literacy Challenge, which works to put computers in classrooms, connect classrooms to the Internet, provide teacher training, and develop educational software. The program supplements other efforts like the Universal Service Program, or the "E-rate," which seeks to ensure that all eligible schools and libraries in the nation have affordable access to modern telecommunications and information services.

"This program is good for our schools, good for our businesses, good for our government, and good for our children's future," Vice President Gore said. "It proves that we can truly reinvent our government—to make it work better and cost less—while investing in the world-class education our children deserve."

The Computers of Learning program is open to all pre-kindergarten through grade 12 public private, parochial, and home schools, and is funded by the Department of Energy and supported by the Office of Management and Budget, the Office of Science and Technology Policy, and the General Services Administration. The Computers for Learning program allows schools and educational nonprofits to register on the Web at http://www.computers.fed.gov to receive free computer equipment. The Web site also provides a technology tutorial and information on how to find assistance if computers require upgrading and on how to contact volunteers with technical knowledge.

To add an even greater level of service and convenience, a number of transportation systems and movers have formed the Computers for Learning Partnership to lend their support to the program by transporting donated federal computers free of charge from agencies to schools. Partnership members include Allied Van Lines, Atlas Van Lines, Bekins Van Lines, Global Van Lines, Mayflower Transit Incorporated, North American Van Lines, United Van Lines, Wheaton World Wide Moving, several small moving companies, and the U.S. Department of Defense.

Once eligible schools and educational nonprofits are registered with the Computers for Learning program, federal agencies will use the Web site to donate computers based upon indication of need, including: the location of school or educational nonprofit; the number of students on subsidized lunch assistance; a school's computer-to-student ratio; and the number of computers in the school connected to the Internet. Agency officials will contact the selected school or educational nonprofit directly and will provide further information about transferring title for the donated computers.

A toll-free hotline is available at (888) 362-7870 to schools and educational nonprofits who are unable to access the Internet. Information on contacting a Partnership member is available by visiting http://www.hhgfaa.org/partnership, or by calling (888) 362-7870. For more information about the E-rate, call (888)-203-8100 or visit http://www.slcfund.org. For general education technology information, call 1-800-USA-LEARN or visit http://www.ed.gov/Technology. CU

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
JENNIFER BALLEN
JOY BELIN
SARAH HOWES
ERICA LEPPING
CAROLE WACEY

Community Update

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The *America Reads Challenge*: Help Meet the Challenge This Summer and Throughout the Year

Most Americans are disturbed to learn that 40 percent of our nation's fourth graders fail to read at grade level. By fourth grade, most children transition from learning to read to reading to learn—history, literature, science and math all require strong reading skills. When we don't teach children to read well and independently by the end of third grade, they are often condemned to being left behind.

President Clinton issued a grassroots call to action, the *America Reads Challenge*, in 1996. This unprecedented national campaign challenges every American to help all our children learn to read, including those with disabilities and limited English proficiency. The *America Reads Challenge* touches citizens from all walks of life and encourages collaborations between educators, parents, librarians, business people, senior citizens, college students, community and religious groups.

The *America Reads Challenge*:

- Mobilizes volunteers to give students extra help after school and during the summer.
- Motivates parents as their child's first teacher to foster a love of reading at home.
- Recruits colleges to enlist work-study students to tutor children.
- Engages businesses to involve employees and offer incentives to young readers.
- Unites communities to form strong partnerships to promote child literacy.

The *America Reads Challenge* seeks to improve literacy in the following areas:

Early Childhood: More parents need to know that it's never too early to read to a child. More pediatricians and hospitals should recommend books as well as immunizations. Day care centers need book drives and volunteer readers.

The America Reads Challenge initiative asks each of us to identify the role we can play to help ensure that every child reads well and independently by the end of third grade.

K-3 Students: Many more children need tutors and reading partners to meet with them weekly to practice reading. Creative summer programs can help children catch up or build on skills gained during the school year.

Family Literacy: Parents who don't read well themselves need assistance so they can help their children and serve as positive role models.

What can you do to meet the *America Reads Challenge*? Many resources are available from the U.S. Department of Education. The publications *Simple Things You Can Do, Ready*Set*Read,* and *Read*Write*Now!* are available at the *America Reads Challenge* Web site at http://www.ed.gov/inits/americareads, or by calling 1-800-USA-LEARN. CU

Special Insert on Family Involvement
(See inside)

May Town Meeting Will Focus on Ways to Start and Expand School-Community Reading Programs

The May Satellite Town Meeting will explore how families, schools and community groups can encourage students to improve their reading skills and deepen their love of reading this summer and throughout the year. The program will also explore how parents and care givers of babies and young children can create a literacy and language-rich environment to foster a love of books and prepare children for later reading success.

U.S. Secretary of Education Richard W. Riley and his guests will discuss ways to enlist local libraries to help students continue to progress in reading during the summer months, as well as ways to encourage college and university students and senior citizens to serve as tutors and reading partners for younger students. Entitled "Reading Partners: Teaming Up to Help Children Read Well," the hour-long Satellite Town Meeting will air on Tuesday, May 19, at 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the U.S. Chamber of Commerce, with support from The Bayer Foundation, The Procter & Gamble Fund, and The SC Johnson Wax Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service, and Channel One. The program will be closed-captioned and simulcast in Spanish.

The satellite coordinates are as follows:

C-Band: Galaxy 3, Orbital Location 95 degrees West; Transponder 21; Horizontal Polarity; Channel 21; Downlink Frequency 4120 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS6, Orbital Location 74 degrees West; Transponder 9; Horizontal Polarity; Channel 9; Downlink Frequency 11921 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. Call 1-800-USA-LEARN for additional information or to register your participation, or visit http://www.ed.gov/inits/stm/. CU

America Goes Back to School 1998: Get Involved! Stay Involved!

The back-to-school months of August through October are a great time to focus attention on improving education. Schools and communities across America can take this opportunity to start partnerships that help concerned adults (and even older students!) get involved in improving education throughout the year. Every year, the U.S. Department of Education and the Partnership for Family Involvement in Education encourage families and community members around the country to get involved through the *America Goes Back to School* initiative.

Parents, grandparents, community leaders, representatives from colleges and universities, employers and employees, members of the arts community, and religious leaders are all great resources to help improve our schools. By helping to launch a new partnership among these groups or by getting involved in an existing partnership, local leaders can take advantage of the *America Goes Back to School* initiative and improve education in their communities.

A great way to launch your *America Goes Back to School* effort is by holding an event to kick off the school year in a positive, exciting way. This can set the tone for the entire year and can lead to year-round partnerships and improvement efforts. The 1998 *America Goes Back to School* Partners' Activity Kit can help you plan your event for the fall. The kit is full of suggestions of the types of activities you and your partners could organize, a planning calendar to help you get started, and information on how to make your event a success. Call 1-800-USA-LEARN to order your free copy of the kit.

This fall, make the theme of this year's *America Goes Back to School* initiative—Get Involved! Stay Involved!—come alive by encouraging everyone to go back to school along with the students in your community. Play a role in improving education, and join hundreds of thousands of families, schools, employers and community groups around the country as they say, in word and in action, that "better education is everybody's business!"

For more information about the Partnership for Family Involvement in Education, call 1-800-USA-LEARN, or visit the U.S. Department of Education's Web site at http://www.ed.gov/Family/agbts. CU

Special May 1998 Insert on Family Involvement

Partnership for Family Involvement in Education

Education Leaders Use Technology to Get Parents Involved in Education

Editor's note: *Member organizations in the Partnership for Family Involvement in Education are using technology to support family involvement in education. Below are two examples of ways that organizations are helping to link families and educators to promote a better understanding of the Internet and build parents' involvement in their children's education.*

Every day, young people across the country use the Internet to research subjects for school and for fun, communicate with their friends, visit chat rooms to discuss topics of interest, and play games for entertainment. Soon, millions more will have access at home, school or in their community. Following an " Internet Online Summit: Focus on Children," member organizations in the Partnership for Family Involvement in Education joined with other family, school, community, and business groups to develop America Links Up: A National Teach-In. This effort includes a series of educational events designed to help parents, teachers and others learn how to use the Internet, understand the online issues relevant to them, and find out about existing tools that can help enrich their children's online experience.

The America Links Up Teach-In tutorials will demonstrate the uses of the Internet and how it works, and outline online issues about which every parent, teacher, librarian and child should know. The Teach-In week will take place as part of the 1998 *America Goes Back to School* effort this fall. Participating schools, libraries and community organizations across the country will open their doors so that adults and children can learn the basics about the Internet and tools that promote safe, rewarding online experiences, information about good quality content and how to use it, and ways families can safely navigate their way around this new medium. For more information, visit http://www.kidsonline.org. CU

Family members and schools are increasingly using technology to strengthen family involvement in education. The National PTA, the American Association of School Administrators, and the Family Education Company have undertaken an effort to link families via the Internet to school districts, local schools and other community resources. For more information call toll-free 1-888-881-3472, e-mail community@familyeducation, or visit http://familyeducation.com.

America Goes Back to School Planning Tip: Enlist the media partners in your community now to help get the message out about your *America Goes Back to School* event planned for the fall. Submit a request to the mayor's office or to another local or state official to issue a proclamation commemorating your back-to-school celebration. Starting in May, call 1-800-USA-LEARN for a free *America Goes Back to School* Partners' Activity Kit to help organize your event.

Deputy Assistant Secretary W. Wilson Goode participated in a panel discussion on after-school learning opportunities in Baltimore, Maryland. The panel was one of 15 sites nationwide that joined a conference call with Vice President Gore on the important role of after-school learning in strengthening students' academic success.

ANNOUNCEMENTS

•The deadline for nominations for the APPLE PIE (Parent Involvement in Education) Awards is June 1, 1998. The competition is cosponsored by *Working Mother* magazine, Teachers College at Columbia University, and the Partnership for Family Involvement in Education. Nominations can be submitted for individuals, schools, community groups, and employers that support partnership efforts around family involvement in education. Your nomination packet should include a brief (200 word) description of the program or individual being nominated, contact information, biographical information on central figures in the organization, summary of results to date, printed brochures and other supporting materials, and press clippings or publicity (if available). Mail nominations to: APPLE PIE Awards, *Working Mother* magazine, 135 W. 50th Street, New York, New York 10020. For additional information, contact Catherine Cartwright by e-mail at CatheirnWM@aol.com.

- The publication *Family Involvement in Children's Education: Successful Local Approaches* identifies and describes successful strategies used by 20 local programs funded by Title I that have overcome barriers to parent involvement in education. The publication is available via the Internet at http://www.ed.gov/pubs/FamInvolve/. To order, write to: New Orders, Superintendent of Documents, POB 371954, Pittsburgh, Pennsylvania 15250-7954. The stock number is 065-000-01085-2 and the price is $13.00 per copy. Credit card orders may be faxed to (202) 512-2250.

- The publication *The ABC's of Parent Involvement in Education: Preparing Your Child for a Lifetime of Success* is a compilation of ideas, tips, and information by members, associates, and experts affiliated with the National Parents' Day Coalition. It is available at a nominal cost from 7-Eleven stores around the country. For multiple copies, contact the National Parents' Day Coalition at (202) 530-0849.

- The San Bernardino citywide school district has launched "City of Readers," a new reading project to help ensure that every child learns to read well and independently by the end of third grade. "City of Readers" supports the *America Reads Challenge*, and involves all facets of the community in cooperation with the school system. For more information, call Sheri Becar at (909) 425-9245 or Judy White at (909) 381-1280.

- For more information on the fathers' involvement in their children's education study, visit the National Center for Education Statistics' Web site at http://NCES.ed.gov. CU

Calendar

May 7-8 *"Technology in Education Is Everybody's Business," a business-education conference with The Conference Board. For more information, call (212) 339-0345, fax to (212) 980-7014, or visit order@conference-board.org.*

August 23-25 *Boy Scouts of America National Leadership Conference in Nashville, Tennessee. For more information, call (972) 580-2217.*

October 19-24 *The 1998 NAPE Symposium on Partnerships in Education: "The Power of Partnerships: Linking Education to the 21st Century." Los Angeles Airport Marriott. For more information, call (703) 836-4880, or visit the NAPE homepage at http://NAPEhq.org.*

"Honor the Past; Imagine the Future"

Gearing Up to Commemorate and Celebrate the New Millennium

All around the globe, there is a growing excitement that we are living in a rare, historical moment; a moment in time when a century concludes and a new millennium is born. To celebrate and commemorate this milestone in human history, President Clinton and First Lady Hillary Rodham Clinton have invited all Americans to participate through the year 2000 in meaningful activities that strengthen our democracy, improve communities, and provide lasting gifts to the future.

It is in this spirit of honoring our educational past and imagining our educational future that the U. S. Department of Education will celebrate the new millennium by:

- Planning programs and events to recognize the history of, and past accomplishments in, American education, and engaging futurist thinking about new advances in American education;
- Producing informational and resource materials that will emphasize education milestones; guide citizens in understanding and appreciating America's rich education history; and inspire thought and discussion concerning the future;
- Encouraging communities and citizens to initiate and participate in local projects that inspire Americans to remember past educational achievements and make concrete contributions to the next generations of students.

The White House has launched Millennium Evenings, a series of lectures and cultural showcases that highlight prominent scholars, creators and visionaries who share their expertise through lectures and interaction with audience members. Speakers have included American historian Bernard Bailyn who spoke on the topic "The Living Past — Commitments for the Future;" theoretical physicist Stephen Hawking who addressed "Imagination and Change: Science in the Next Millennium;" and three American poets laureate —Robert Pinsky, Robert Hass, and Rita Dove, who, along with President Clinton and the First Lady, shared their favorite American poems and discussed the many voices that create the one voice of American poetry.

Each Millennium Evening is cybercast over the Internet and broadcast via satellite. To find out how you can host a satellite downlink site or view Millennium Evenings via cybercast, visit http://www.whitehouse.gov/Initiatives/Millennium/main.html. Check future editions of *Community Update* to find out more about activities, resources and events being planned by the U.S. Department of Education. CU

Vice President Gore Focuses on Making After-School Count

On April 16, Vice President Gore hosted the teleconference "Making After-School Count!" which featured model after-school programs and local efforts to extend learning. The teleconference, which aired before a live audience in New Orleans, Louisiana, linked over 500 family, school, business and community groups across the country.

The program was produced in partnership with The Charles Stewart Mott Foundation, The National PTA, National School Boards Association, National Association of Elementary School Principals, National Collaboration for Youth, National Community Education Association, and Fight Crime: Invest in Kids. The Partnership for Family Involvement in Education and the U.S. Department of Education also participated in the production.

The teleconference highlighted new resources from local, state and federal agencies, including the U.S. Department of Education's *21st Century Community Learning Centers* program, that are available to create and expand after-school programs. Vice President Gore encouraged parents, teachers, principals and business and community leaders to work together to:

- Build community partnerships to support quality before- and after-school programs;
- Identify private and public funding sources;
- Increase access for families in middle- and low-income neighborhoods; and
- Keep school buildings open longer to provide quality extended learning programs.

President Clinton's fiscal year 1999 budget request to Congress includes $200 million for the *21st Century Community Learning Centers* program. This program will enable schools to stay open past traditional school hours, offer mentoring in basic skills and enrichment in the core academic subjects and arts and music, and provide safe, drug-free, and supervised environments.

The U.S. Department of Education's publications *Family Involvement in Education: A Snapshot of Out-of-School Time*, and *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-free Environment Before- and After-School* are available by calling 1-800-USA-LEARN. Additional information pertaining to the teleconference hosted by Vice President Gore is available at http://www.mott.org. CU

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175134
Mr. John Smith
Eric/Ir
Aquisitions Secretary
030 Huntington Hall
Syracuse University NY 13244

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Help Meet the Technology Challenge

The U.S. Department of Education's Technology Challenge calls on business and community leaders to join forces with educators to guarantee that every student in America can use computers and the information superhighway to prepare for responsible citizenship and productive employment in the 21st century. At the heart of the Technology Challenge are four national education technology goals: all teachers will have the training and support they need to help students learn to use computers and the information superhighway; all teachers and students will have modern computers in their classrooms; every classroom will be connected to the information superhighway; and effective and engaging software and on-line learning resources will be an integral part of every school's curriculum.

The Technology Innovation Challenge Grant Program supports local initiatives that will help make these goals reachable. Grants have already been awarded to 62 school districts between 1995 and 1997. These districts are supporting cutting-edge learning technologies to improve teaching and learning with the help of consortium members that include more than 551 school districts, 284 business partners, 140 colleges and universities, dozens of museums and libraries, and hundreds of community-based organizations across the country. More than 1,200 partners have made commitments to these projects, and the value of their contributions exceeds by more than three-to-one the value of federal dollars awarded.

Community partnerships that integrate computers and telecommunications networks into the schools are critical to the success of these projects. One example is the Lemon Grove School District's Project LemonLINK. To help all students learn to challenging standards, the district and its partners have developed the infrastructure for building a learning community which links all students and their parents to the classroom from home through a district Intra/Internet system based on a hybrid wireless fiber network.

While access to computers and computer networks has become increasingly available, teacher preparation and professional development efforts that support the integration of educational technology into the curriculum have not kept pace. The challenge for 1998 is to help the 2.8 million teachers in public and private K-12 grade schools effectively incorporate technology into the teaching and learning process.

On March 5, 1998, the U.S. Department of Education announced a new competition focused on teacher preparation and professional development activities. Applications are being solicited from local education agencies on behalf of consortia that have developed innovative programs or are adapting or expanding existing programs for technology training for teachers and other educators to improve instruction. Applications that involve state education agencies (SEAs) and schools of education in the activities of consortia that are dedicated to teacher training in technology, and propose innovative training approaches and involve model programs that can be replicated at other sites, are encouraged.

The deadline for the competition is May 29, 1998, and about 20 awards will be made by September 30, 1998. For more information, call (202) 208-3882, fax to (202) 208-4042, e-mail to ITO_STAFF1@ed.gov, or visit http://www.ed.gov/Technology/challenge. The publication *Meeting the Technology Challenge: Building New Learning Communities* will be available in June from 1-800-USA-LEARN. CU

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
JENNIFER BALLEN
MENEHAM HERMAN
PAMELA HUGHES
DIANE JONES
CHRIS SMITH
SHIRLEY STEELE
LEAH VOSBURGH

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U.S. Department of Education

Senate Budget Resolution Eliminates Needed Education Investments for America's Students

A major difference is emerging between the Congress and President Clinton on investing in America's students. President Clinton's 1999 balanced budget proposal would help students master basic skills, equip classrooms with useful technology, and help families and students pay for college. In comparison, the Senate budget plan would eliminate millions of dollars for improving education. They did not provide for $12.7 billion over seven years to reduce class size or $22 billion in interest-free bonding authority for states and local communities to modernize and construct school buildings.

Although the House has yet to act on their budget plan, the House Budget Committee, on a party line vote, has agreed to support even deeper cuts in education. The House Budget Committee agreed to $100 billion in domestic program cuts over five years, including education. Listed below are items in President Clinton's FY 1999 education budget request versus the corresponding figures from the Senate budget resolution. For more information on the U.S. Department of Education's 1999 budget request, call 1-800-USA-LEARN. CU

Education Needs	President's FY99 Budget Request	Senate FY99 Budget Resolution	Amount Denied
School Construction & Modernization Bonding Authority for 2 years	$22 billion	$0	$22 billion
Reduce class size in early grades	$12.7 billion (over 7 years)	$0	$12.7 billion
Extra help in learning the basics (Title I local grants)	$7.767 billion	$7.375 billion	$392 million
Technology ' to bring computers to the classroom	$475 million	$425 million	$50 million
Raise standards of achievement and discipline (Goals 2000)	$501 million	$491 million	$10 million
Pell Grants to help pay for college	$7.594 billion	$7.345 billion	$249 million
College work study	$900 million	$830 million	$70 million
After-school programs	$200 million	$40 million	$160 million
Education Opportunity Zones	$200 million	$0	$200 million
High Hopes for College	$140 million	$0	$140 million
Safe and Drug-Free Schools coordinators	$50 million	$0	$50 million
Technology teacher training	$75 million	$0	$75 million
OERI research:NSF	$50 million	$0	$50 million
TRIO	$583 million	$530 million	$53 million
Distance learning in postsecondary education	$30 million	$0	$30 million
Bilingual professional development	$50 million	$25 million	$25 million

The ABCs of Summer 1998: Adults, Books, Children! Help meet the America Reads Challenge by encouraging a child to read this summer. Call 1-800-USA-LEARN for your free Read*Write*Now! activity kit.

Special Insert on Family Involvement
(See inside)

Community Efforts Can Help Children Improve Reading Skills, Town Meeting Audience Learns

The May Satellite Town Meeting, "Reading Partners: Teaming Up to Help Children Read Well," aired on Tuesday, May 19 before a live studio audience in Washington, D.C. Hosted by U.S. Secretary of Education Richard W. Riley and Carol Rasco, director of the America Reads Challenge initiative, the teleconference linked hundreds of family, school and community groups across the country.

The Satellite Town Meeting focused on ways that families, schools and community groups can encourage students to improve their reading skills and deepen their love of reading this summer and throughout the school year. The program also highlighted the National Research Council's report *Preventing Reading Difficulties in Young Children,* which defines key elements all children need in order to become good readers.

The program featured Sandra Feinberg, director of the Middle Country Public Library in Centereach, New York; Steven Hill, principal of the Benchley-Weinberger Elementary School in San Diego, California; Anthony deGuzman, site director of JUMPSTART in New Haven, Connecticut; and Kim Francisco, director of Parents as Partners in Education in Oklahoma City, Oklahoma. Panelists emphasized the following advice on improving our efforts to teach children to read:

- Learning to read starts early. From infancy, the child's home, pre-school and other environments should be rich with language, songs and books.
- Partnerships are key. Schools, businesses, colleges, libraries, and families can team up in a variety of ways to encourage children's reading.
- Tutors, mentors and other reading partners can extend opportunities for learning and practice.
- Reading should be a daily activity. Parents and reading partners should read with a child for at least 30 minutes each day.
- Reading is for all children. Those with disabilities or limited English proficiency can and should read every day—with extra help if necessary.

The U.S. Department of Education's publications *Simple Things You Can Do, Ready*Set*Read, Read*Write*Now!* and *Checkpoints for Progress* are available by calling 1-800-USA-LEARN or by visiting the America Reads Challenge Web site at http://www.ed.gov/inits/americareads. CU

June Town Meeting Will Focus on Effective Ways to Build Schools for the 21st Century

Many American communities, faced with the challenges of a rapidly increasing student population and deteriorating school facilities, are giving serious thought to the issues of school design and construction. The June Satellite Town Meeting will focus on how communities can plan and build schools for tomorrow. Live from Charlotte, North Carolina, U.S. Secretary of Education Richard W. Riley will welcome a panel of educators and community leaders who are designing schools for the future in thoughtful and innovative ways.

Secretary Riley and his guests will discuss how a school's physical design can support new approaches to teaching and learning, as well as how new learning environments can be constructed to accommodate a growing school population. The program will also highlight how new school designs can anticipate telecommunications and technology needs, and ensure student safety and discipline. Entitled "Designs for Learning: Building Schools for the 21st Century," the hour-long Satellite Town Meeting will air on Tuesday, June 16, at 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the U.S. Chamber of Commerce, with support from The Bayer Foundation, The Procter & Gamble Fund, and The SC Johnson Wax Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed-captioned and simulcast in Spanish.

The coordinates are as follows:

C-Band: Galaxy 6, Orbital Location 99 degrees West; Transponder 9; Horizontal Polarity; Channel 9; Downlink Frequency 3880 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS6, Orbital Location 74 Degrees West; Transponder 9; Horizontal Polarity; Channel 9; Downlink Frequency 11921 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. Call 1-800-USA-LEARN for additional information or to register your participation, or visit http://www.ed.gov/inits/stm/. CU

Special June 1998 Insert on Family Involvement

Partnership for Family Involvement in Education

U.S. Department of Education and NAPE Collaborate on Conference

The National Association of Partners in Education (NAPE) will hold its National Symposium on Partnerships in Education at the Los Angeles Airport Marriott on October 19-24, 1998. The symposium will highlight the importance of family involvement in education and focus on successful partnership efforts that support children's learning to high academic standards.

The U.S. Department of Education and the Partnership for Family Involvement in Education have helped to develop a series of workshops around the theme of involving families in children's education. Efforts around areas such as after-school learning, math, reading, early college preparation, and technology will be highlighted.

The workshops on family involvement will include:

- A presentation on the publication ***A Compact for Learning***, providing participants with a framework based on shared responsibility for learning to manage, monitor, and evaluate family-school partnerships.
- **The Young Scholars' Liberty Partnership (LPP) Program Puzzle: Student, Parent, School, College, Community** session will offer examples of effective use of tutors and mentors to support students and families. Examples of partnerships involving college tutors and mentors, parents, and social services in after-school and summer learning will be highlighted.
- **The TexPREP: Math/Science Mentors in Middle Schools** session will show participants how to prepare students for future success by helping them to tackle challenging courses in the middle grades. TexPREP's high school graduation rate is 99.9 percent, its college attendance rate is 92 percent, and its college graduation rate is 87 percent.
- **The Bridge Project: Using Voice Mail Technology to Support Family Involvement in Education** will focus on implementation and evaluation strategies to improve communication between teachers and families through technology and training. Participants will also brainstorm on how this model can be integrated into other partnership projects.
- **The San Francisco Volunteers Connect Families and Middle Schools** workshop will share practical strategies that have successfully connected families of diverse backgrounds with their schools. The workshop will highlight parent-teacher action teams, family curriculum nights, and home-school e-mail programs that engage parents and create a family-friendly school culture.

Other symposium workshops pertaining to family involvement in children's education will include: Teacher Preparation for Family Involvement; Including Families Through Integrated, Community-Based Arts Programs; A Step Toward Independence: Preparing a Home Alone Plan; Successful Student-Led Parent Conferences: A Community Effort; Project SMART Thinking; Marketing to Diverse Family Populations; Catalyst for Change: National Standards for Parent Involvement Programs; Corporate Commitment; Bulletin Board Bullets and Other Family Involvement Options; Support Parenting for Student Success Through Training and Volunteer Assignment; Parents as Partners: Caring for the Children We Share.

Two skill-building sessions and a "think tank" in which participants will take a hands-on approach to strengthening and evaluating their own partnership efforts will also be offered at the symposium. For more information on the 1998 NAPE National Symposium, call the NAPE office at (703) 836-4880 or visit http://NAPEhq.org. CU

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Editor's note: *"Technology in Education Is Everybody's Business," the 1998 Conference Board Business and Education Conference, was held in New York City on May 7-8, with assistance from the U.S. Department of Education and the Partnership for Family Involvement in Education. Attendees, representing 50 states and Puerto Rico, participated in student technology demonstration sites and discussed ways that businesses, schools, communities and parents can develop technology collaborations effectively. The keynote speech was delivered by Michael Dertouzos, director of the MIT Laboratory for Computer Science and author of* ***What Will Be: How the New World of Information Will Change Our Lives.*** *Linda Roberts, director of the Office of Educational Technology at the U.S. Department of Education, moderated a panel at the conference which discussed how partnerships involving employers, schools and communities can improve education. The Conference Board's "Best in Class Awards" were presented at a luncheon sponsored by* ***Working Mother*** *magazine.*

Michael Dertouzos, keynote speaker at the "Technology in Education Is Everybody's Business" conference talks with (left to right) Judsen Culbreth, editorial director of MacDonald Communications, who facilitated the opening session and hosted the luncheon; W. Wilson Goode, a deputy assistant secretary at the U.S. Department of Education; and the conference director, Susan D. Otterbourg.

Linda Roberts, director of the Office of Educational Technology at the Department of Education, confers with conference panel members (left to right) Morton Egol, a partner with Arthur Andersen & Co., and Julia Stapleton, director of educational technology at the New Jersey Department of Education.

Students from Emerson High School and Christopher Columbus Middle School of Union City, New Jersey, led a presentation at the conference with their teachers, administrators and corporate partners, including Microsoft and Bell Atlantic. The students described how they communicate via the Internet with teachers and how they complete writing and research assignments on the Internet at home with computers provided by Bell Atlantic and the Union City Board of Education.

America Goes Back to School Planning Tip: Call 1-800-USA-LEARN for a free America Goes Back to School Partners' Activity Kit. If your event is planned for the very beginning of school, make sure before everyone leaves for the summer that you have enlisted enough students, faculty, parents and community members to help you in the fall. If you want to print anything special for your event, such as a banner or a brochure, ask community members for their help with supplies, printing, and whatever else you need to get the job done. Begin making printing arrangements now so it will be done in time!

Resource Highlights Proven Practices in Mathematics Professional Development

As states and districts seek to raise standards in mathematics and implement more challenging curricula for students, they will also need to ensure that teachers are prepared for more challenging content and are skilled in the best ways of teaching mathematics. Effective professional development for mathematics teachers is more important than ever before.

The Third International Mathematics and Science Study (TIMSS) shows that the performance of U.S. students in mathematics is below the international average in eighth and twelfth grades. TIMSS found that top-performing nations have higher expectations for students, including introducing algebra, geometry, and other topics in grades four to eight, and more rigorous mathematics in high school. A school seeking to raise standards and teach rigorous mathematics will need to plan for professional development: the average K-8 teacher takes three or fewer mathematics or mathematics education classes in college.

Ideas That Work: Mathematics Professional Development, published by the Eisenhower National Clearinghouse for Mathematics and Science Education, is a synopsis of *Designing Professional Development for Teachers of Science and Mathematics* by Susan Loucks-Horsley et al. Fifteen strategies are presented, and contact information is included to assist schools in replicating the success. Several programs highlighted recently earned a U.S. Department of Education Award for Professional Development.

The successful professional development strategies are grouped in five major categories: *immersion*, such as programs in which teachers experience the day-to-day work in industry, a lab, or museum; *curriculum*, including programs that help teachers tailor existing materials to better meet the learning needs of their students; *examining practice*, such as evaluating student work so that appropriate instructional strategies and materials can be identified; *collaborative work*, such as working one-on-one with another colleague to observe, share feedback, problem-solve, and co-plan; and *vehicles and mechanisms*, including using various kinds of technology to improve content and pedagogy.

To order a copy of the publication *Ideas That Work: Mathematics Professional Development*, call 1-800-USA-LEARN. CU

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Fifth Annual Regional Conferences on Improving America's Schools to Be Held in Fall '98

The U.S. Department of Education's 1998 Regional Conferences on Improving America's Schools (IAS) are scheduled in three locations this fall. Principals, teachers, superintendents, state and local education officials, program and grant administrators and national and community-based educational organizations are encouraged to attend.

Conference participants will gather important resource information about funding opportunities, specific programs and comprehensive school reform, and learn about practical strategies and models on how to align and integrate federal, state, and local programs and resources. Participants will also develop a better understanding of how comprehensive school reform promotes equity and excellence, discover how to better utilize the resources available from the U.S. Department of Education, and gain an understanding of the Clinton Administration's priorities and initiatives and how they relate to state and local efforts. Look for your state below to find out which conference to attend.

IAS Regional Conference in Portland, Oregon
October 19-21, 1998
Alaska, California, Hawaii, Idaho, Oregon, Washington, American Samoa, Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, Guam, Republic of the Marshall Islands, and the Republic of Palau.

IAS Regional Conference in Denver, Colorado
November 18-20, 1998
Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wisconsin, and Wyoming.

IAS Conference in Nashville, Tennessee
December 15-17, 1998
Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Puerto Rico, and the Virgin Islands.

To obtain additional information about the conferences call 1-800-203-5494, or visit http://www.ncbe.gwu.edu/iasconferences. To register your participation, call 1-800-522-0772, extension 2248. CU

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Christina Rowsome
ERIC Processing and Reference Facility
1100 West Street
2nd Floor
Laurel MD 20707-

20707-3587 06

FREE Web Site Provides New Resources for Teaching and Learning

Hundreds of resources for teaching and learning can now be found on one Web site. The Federal Resources for Educational Excellence (FREE) Web site is a collaboration of the efforts of more than 35 federal agencies, and makes hundreds of Internet-based education resources easier to access for students and teachers.

"This new Web site...offers one-stop shopping for a treasure trove of historical documents, scientific experiments, mathematical challenges, famous paintings, and other tools for teachers and students," U.S. Secretary of Education Richard W. Riley said.

Thousands of topics can be searched on the FREE Web site: the Civil War, the Constitution, photosynthesis, condensation, immigration, Picasso, Jefferson, Henry David Thoreau, Mary Cassatt, Jackie Robinson, the Amistad Case, famous FBI cases, cartography, genealogy, the Renaissance, the solar system, and others. Resources can also be viewed in 10 subject areas.

The FREE Web site was developed in response to a directive President Clinton issued more than a year ago to expand access to Internet-based education resources for children, teachers and parents. The FREE Web site supports President Clinton's Technology Literacy Challenge, which comprises four goals:

- All teachers will have the training and support they need to help students learn to use computers and the information superhighway;
- All teachers and students will have modern computers in their classrooms;
- Every classroom will be connected to the information superhighway; and
- Effective and engaging software and on-line learning resources will be an integral part of every school's curriculum.

The site also offers a "Looking for Partners" page to facilitate future partnerships between teachers, federal agencies and organizations. For more information about the FREE Web site, visit http://www.ed.gov/free. The U.S. Department of Education's publication a *Parents Guide to the Internet* is available by visiting http://www.ed.gov/pubs/parents/internet/ or by calling 1-800-USA-LEARN. CU

Summer Home Learning Recipes Are Available for Parents

Do you want to make sure children keep learning throughout the summer even though they're not in school? Families can help their children with fun activities in areas such as math, reading and writing, using items typically found around the house. For example, use the weather section of the newspaper to check temperatures around the world. Find the places listed in the paper on a map, and encourage kids to pick an area of the world and learn more about it. Call 1-800-USA-LEARN or visit http://www.ed.gov/pubs/Recipes/ for your free copy of the Summer Home Learning Recipes. Please specify grades K-3, grades 4-5, grades 6-8 or grades 9-12.

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
JENNIFER BALLEN
JOY BELIN
MENAHEM HERMAN
ASHLEY SHAW
CHRIS SMITH
LEAH VOSBURGH

Community Update

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Special Insert on Family Involvement
(See inside)

Make a Difference: Support America's Students as They Go Back to School

U.S. Secretary of Education Richard W. Riley and the Partnership for Family Involvement in Education invite everyone to get involved in the *America Goes Back to School* initiative, an annual effort that focuses attention on improving education across the nation, especially during the back-to-school period of August through October. Families, schools, college and university students and staff, employers and employees, grandparents, community, cultural and religious organization leaders and members, caring adults and older students are all encouraged to find ways to share their talents, time and experiences to help strengthen their local schools.

"This is an extraordinary time for our nation's schools, and I ask all Americans to pitch in," Secretary Riley said. "Better education is everybody's business."

This year's back-to-school initiative challenges Americans to make a commitment to year-round involvement in children's learning in concrete ways such as:

- leading efforts to modernize schools and reduce class size;
- teaching children how to avoid violence, drugs, alcohol and tobacco;
- helping teachers and students obtain and use technology;
- spending time mentoring a child in mathematics;
- starting or expanding an after-school or summer reading program; and
- helping children prepare for college early.

Thousands of families, schools, employers and community groups across the nation have participated in the back-to-school initiative. Last year, Hemmings Motor News of Bennington, Vermont, an active member of the Partnership for Family Involvement in Education,worked with four local school districts to hold events on the first day of school. In partnership with the Chamber of Commerce, the Better Bennington Corporation and the local newspaper, employers were encouraged to give employees time off to go back to school with their children and participate in the school events, including open houses, picnic lunches, and a small parade through town. The event was so successful that it will be repeated again this year, and Hemmings Motor News is providing assistance to other districts that would like to hold similar first day of school holidays.

Last year, in Tampa Bay, Florida, religious leaders and educators met for a day-long conference to discuss issues such as reading, school discipline and family involvement in education. A follow-up summit is planned for September 1998, and will focus on mentoring and developing safe havens for children. The YMCA of Greater New York, in partnership with the New York City Board of Education, expanded their efforts to extend school services to thousands of public school children each day. This year, they have turned 200 of the city's public schools into "Virtual Ys" after school to improve academic performance, especially in reading.

For a free copy of an activity kit to help you plan an *America Goes Back to School* event, or for more information about the Partnership for Family Involvement in Education, call 1-800-USA-LEARN or visit the U.S. Department of Education's Web site at http://www.ed.gov/Family/agbts. CU

AMERICA GOES BACK TO SCHOOL

PARTNERSHIP for Family Involvement in Education

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Schools and Communities Must Work Together to Design Schools for the Future, Town Meeting Audience Learns

The June Satellite Town Meeting, "Designs for Learning: Building Schools for the 21st Century" was broadcast on Tuesday June 16, live from Zebulon B. Vance High School in Charlotte, North Carolina. Hosted by U.S. Secretary of Education Richard W. Riley and Assistant Secretary for Elementary and Secondary Education Gerald Tirozzi, the teleconference was the last town meeting of the 1997-98 school year.

The program focused on how schools and communities can successfully work together to design and build schools for the next century and highlighted the Charlotte-Mecklenburg school district. The discussion included how future learning environments should be designed, how construction and renovation can be financed, and the importance of school-community partnerships in the design process.

The program featured Ann Clark, principal of the new Zebulon B. Vance High School in Charlotte, North Carolina; Eric Smith, superintendent of schools for the Charlotte-Mecklenburg School System; David Belton, vice president of education for the Charlotte, North Carolina Chamber of Commerce; and Katherine Russ, principal architect with Boney Architects. Panelists offered the following advice to schools and communities as they consider the task of designing and building schools for the future:

- Consider how a school design can enhance teaching and learning.
- Remember that all schools are unique, as well as the communities they serve. Designs should meet those unique needs.
- Consider designing schools to meet multiple school and community needs, including facilities for after-school and adult learning opportunities.
- Incorporate technology and telecommunications into the school design.
- Design school facilities to enhance safety and discipline, and consider ways to make the environment more personalized and welcoming.
- Involve the entire community in the design and renovation process as early as possible.

For more information about the U.S. Department of Education's Satellite Town Meeting series, call 1-800-USA-LEARN. CU

The schedule for the 1998-99 Satellite Town Meeting series will be available in late July. For more information, call 1-800-USA-LEARN or visit http://www.ed.gov/inits/stm.

Planning Under Way to Celebrate Education in the New Millennium "Honor the past ~ Imagine the future"

With the turn of the century slightly more than 500 days away, the U.S. Department of Education has begun planning some thoughtful and fun ways for communities to reflect on the richness of their educational histories. The U.S. Department of Education's plans include reflecting on the history of education and the strides made in terms of access and excellence, and using the annual *America Goes Back to School* effort in August through October to reinvigorate Americans to get involved and support their schools.

Four major themes focusing on access to education for all Americans have been identified for reflection within communities nationwide. They include discovering the *First Public Schools* in individual communities and researching their impact on community development; the *Land Grant College Act of 1862* which established many of our nation's premiere colleges and universities; the *GI Bill*, which paved the way for many more Americans to benefit from higher education through financial aid; and *Brown v. the Board of Education*, a decision which equalized educational opportunities for American citizens. By providing informational and resource materials that emphasize education milestones and that guide citizens in understanding and appreciating America's rich education history, the U.S. Department of Education hopes to inspire thoughtful community discussions concerning the future of education.

The *America Goes Back to School* initiative challenges families, educators, business and community leaders to focus attention on improving education across the nation, especially during the back-to-school period of August through October. The initiative challenges all Americans to help prepare their local schools for the 21st century by bringing technology to the classroom, recruiting and organizing tutors for help after-school, weekends and during the summer, and encouraging children to prepare academically and financially for college early.

Information about additional Millennium projects of the U.S. Department of Education will be available in the Fall of 1998. For more information about the Millennium initiative, visit http://www.whitehouse.gov/Initiatives/Millennium/main.html. For more information about the *America Goes Back to School* initiative, call 1-800-USA-LEARN. CU

Special July/August 1998 Insert on Family Involvement

Partnership for Family Involvement in Education

Telephone Pioneers Join Partnership for Family Involvement in Education

On May 28, the Telephone Pioneers of America signed on to the Partnership for Family Involvement in Education at an event at the Margaret Amidon Elementary School in Washington, D.C. Comprising more than 800,000 volunteers, the Telephone Pioneers include retired and active employees of the telecommunications industry. During the Presidents' Summit on Volunteerism, the Telephone Pioneers committed 100 million hours of volunteer service, half of which was dedicated to improving education.

At the Margaret Amidon Elementary School, the Telephone Pioneers distributed copies of the book *I Like Me!* to the kindergartners. The *I Like Me!* books are personalized with each child's name, as well as the names of their teacher, principal and school. This book not only helps children enjoy reading more, but also focuses on the development of a healthy self-concept which is critical for future learning. The Telephone Pioneers distribute these books in cooperation with Kindergartners Count, a nonprofit that works to boost family involvement in education and have a goal of bringing 250,000 *I Like Me!* books to kindergartners across the country during the 1998-99 school year.

While the Telephone Pioneers formally joined the Partnership for Family Involvement in Education last month, they have worked closely with the U.S. Department of Education for some time. Prior to the launch of the Partnership for Family Involvement in Education, the Telephone Pioneers signed a Memorandum of Cooperation with U.S. Secretary of Education Richard W. Riley to formalize their commitment to education. As part of their agreement, the Telephone Pioneers reprinted the U.S. Department of Education's *Read*Write*Now!* kits to help children improve reading scores. Telephone Pioneers also developed the Talking Book Repairs Program in which volunteers work with the Library of Congress to deliver books and other reading materials with the spoken word to the blind.

Secretary Riley reads with students at the Margaret Amidon Elementary School in Washington, D.C. The Telephone Pioneers of America participated in the event and joined the Partnership for Family Involvement in Education.

To find out more about the Telephone Pioneers and their programs, call their Product Resource Center at 1-800-976-1914 or visit http://www.telephone-pioneers.org. CU

America Goes Back to School Planning Tip: As the date of your event approaches, make sure all the volunteers and arrangements for the event are ready to go! Start actively working your media contacts to build public support for your event. Reconfirm the schedules of any local celebrities that you've enlisted to participate. Call 1-877-4ED-PUBS to obtain a free copy of the *America Goes Back to School* Activity Kit. Use the checklist in the Activity Kit to make sure you haven't forgotten anything. Good Luck!

Tipper Gore, President of The National PTA Lois Jean White, and U.S. Secretary of Education Richard W. Riley pose for a picture at the ***America Goes Back to School*** *Steering Committee meeting. National and local leaders from across the country met in Washington, D.C. to plan the 1998* ***America Goes Back to School*** *effort, which encourages parents, extended family members, local officials, and caring adults to "get involved and stay involved" in schools.*

Assistant Secretary of Education Mario Moreno (center) is pictured with Kentucky Governor Paul E. Patton (right), and President of the Missouri AFL-CIO Daniel "Duke" McVey (left) in Louisville, Kentucky. Governor Patton signed on to the Partnership for Family Involvement in Education on behalf of the Southern Growth Policies Board, which is supported by 14 states and Puerto Rico.

ANNOUNCEMENTS

- The latest issue (Vol 1.2) of *Partners in Learning*, a newsletter of the Indiana Center for Family, School and Community Partnerships, in collaboration with Family Connections, Inc., focuses on fathers' involvement in children's learning. To request a copy of the newsletter while supplies last, contact the Indiana Center for Family, School and Community Partnerships at 4755 Kingsway Drive, Suite 105, Indianapolis, Indiana 46205, or call (317) 205-2595.
- The following publications were recently published by the U.S. Department of Education: *Museums and Learning: A Guide for Family Visits*, a 36-page booklet, can be obtained from the Consumer Information Center. To order, write to CIC, Department 376E, Pueblo, Colorado 81009. Please include payment of 50 cents. *Parent Involvement in Children's Education: Efforts by Public Elementary Schools* provides recent findings on family involvement in local schools. The publication can be obtained free of charge while supplies last by calling 1-877-4ED-PUBS.
- A new member of the Partnership for Family Involvement in Education, the John J. Pershing Intermediate School 220 in Brooklyn, New York, has been designated as a "Beacon School" and provides family and community access to the school and its technology resources after-school and on Saturdays. Pershing received the 1998 Smithsonian Computer World Award for its advanced technology and for its effort to integrate technology into its health, wellness and career awareness initiatives. Pershing's technology program was also showcased at the 1998 School Tech Expo. For more information, contact Principal Jo N. Rossicone at jrossicone@pershing-is220.org. CU

Calendar

August 23-25 *- Boy Scouts of America National Leadership Conference in Nashville, Tennessee. For more information, call (972) 580-2217.*

October 19-24 *- The 1998 NAPE Symposium on Partnerships in Education, "The Power of Partnerships: Linking Education to the 21st Century," Los Angeles Airport Marriott. For more information, call (703) 836-4880, or visit the NAPE homepage at http://NAPEhq.org.*

House Subcommittee Eliminates Key Education Investments

On June 23, the House Labor, HHS and Education Appropriations Subcommittee marked up the FY 1999 appropriations bill. For the U.S. Department of Education, the subcommittee fell more than $2 billion short in funding President Clinton's priority education initiatives. Earlier, the Senate and House passed budget resolutions that would deny $22 billion in bonding authority over two years (at a cost of $3.3 billion over five years) to build, repair and modernize schools, and $12 billion over seven years to reduce class size.

The subcommittee did not provide funds for any of the new programs in President Clinton's FY 1999 education budget request, including initiatives to help young people learn to read, to improve teaching, to raise standards and achievement in high-poverty urban and rural schools, and to provide mentors to help put one million disadvantaged students on the road to college. In addition, the subcommittee did not provide funds for quality after-school programs for an additional 425,000 students or to help make students computer literate.

Listed below are items in President Clinton's FY 1999 education budget request versus the corresponding figures from the House Appropriations Subcommittee. For more information on the U.S. Department of Education's 1999 budget request, call 1-800-USA-LEARN. CU

Program	President's Request	House Subcommittee	Amount Denied
America Reads Challenge	$260 million	0	$260 million
After School 21st Century Community Learning Centers	$200 million	$60 million	$140 million
Extra Help in the Basics (Title I local Grants)	$7.767 billion	$7.375 billion	$392 million
Technology Teacher Training	$75 million	0	$75 million
Technology Literacy Challenge	$475 million	$425 million	$50 million
Safe & Drug-Free Schools Coordinators	$50 million	0	$50 million
Educational Opportunity Zones	$200 million	0	$200 million
Raising Standards in Goals 2000 Reform	$501 million	$246 million	$255 million
Upgrade Teacher Skills – Eisenhower Professional Development	$335 million	$285 million	$50 million
School to Work	$125 million	$75 million	$50 million
Math and Science Research Initiative to Improve Achievement	$50 million	0	$50 million
High Hopes for College	$140 million	0	$140 million
Work-Study	$900 million	$850 million	$50 million
Teacher Recruitment & Training	$67 million	$2.2 million	$64.8 million
Learning Anytime Anywhere Partnerships	$30 million	0	$30 million
Cuts in other Priority Discretionary Education Programs			$150 million
TOTAL CUTS IN THE PRESIDENT'S PRIORITY DISCRETIONARY PROGRAMS: $2 BILLION			

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Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University NY 13244

Bridging theTechnology Gap in Schools

In an age where technology is becoming an important learning tool for classrooms and an essential skill in the workplace, we must ensure that no student is left behind regardless of race, income, or geographic location. Although 78 percent of our public schools are connected to the Internet, only 27 percent of our classrooms have Internet access. The numbers for our poorest communities are even more startling, with only 14 percent classroom connectivity.

Two recent studies demonstrate the important role of access to technology for minorities and at-risk students. Vanderbilt University reported in February 1998 that there is a significant difference between the use of the Internet by blacks and whites, and found that 73 percent of white high school and college students have a home computer compared to 32 percent of black students. The report also highlighted a disparity in Web usage: 59 percent of white students had used the Web in the last six months compared to 31 percent of black students. A City University of New York, Technology for Learning study (TELL) concluded that use of computers can improve learning and educational opportunities for at-risk students. Significant academic improvements were found, especially in reading, when computers were provided in the homes of at-risk middle school students.

"There is a growing concern as we enter the new century that the technology gap will worsen," U.S. Secretary of Education Richard W. Riley said. "The E-rate is the best way to make sure that all students in all schools have access to technology."

The E-Rate provides discounts (20 percent-90 percent) on telecommunications services, Internet access and internal connections based on the percent of students eligible for the free and reduced price lunch program. Connecting all classrooms to the information superhighway by the year 2000 is a primary goal of President Clinton's Technology Literacy Challenge. Connecting classrooms with the help of E-Rate discounts will provide a major contribution to end the growing digital divide.

On June 12, 1998 the FCC voted to maintain the 1998 collection levels for E-Rate discounts at $325 million per quarter resulting in $1.925 billion over 18 months ending June 30, 1999. The FCC decision ensures that all eligible schools and libraries will receive full support for telecommunications services and Internet access, and the neediest applicants will receive support for internal connections. In spite of this decision, some members of Congress are threatening to reduce or eliminate the E-Rate altogether. Secretary Riley opposes any effort to reduce or eliminate this important telecommunications discount.

For more information about the E-rate, call the Schools and Libraries Corporation at (888) 203-8100 or visit http://www.slcfund.org. For general education technology information, call 1-800-USA-LEARN, or visit http://www.ed.gov/Technology. The publications *Investing in School Technology: Strategies to Meet the Funding Challenge* and the *Parents Guide to the Internet* are available by calling 1-877-4ED-PUBS. CU

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
JENNIFER BALLEN
MENAHEM HERMAN
DIANE JONES
DEBRA KURSHAM
CHRIS SMITH
LEAH VOSBURGH
CAROLE WACEY

Community Update

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Public Supports Mainstream Investments in Education

In the past two years, there have been a large number of public opinion polls about education priorities in America. These polls give an unprecedented roadmap of voters' mainstream education priorities, and match the type of improvements contained in the Clinton administration's education budget proposals that are currently being considered by Congress.

On July 14, the House Appropriations Committee marked up the FY 1999 Labor, HHS, and Education appropriations bill which fell more than $2 billion short in funding President Clinton's basic education budget. Earlier House and Senate budget resolutions did not approve of $22 billion in interest-free bonds to help modernize schools, or $12 billion over seven years to reduce class size. Comparisons of these surveys of public priorities against several of the administration's budget proposals and recent Congressional actions are shown below. By the beginning of October, Congress will likely finalize the FY '99 budget. For more information about the U.S. Department of Education's FY '99 budget request, call 1-800-USA-LEARN. CU

America's Public Opinion on Education and Budgets

Types of Questions	America's Public Response	Administration's Budget Proposal	Status of Congressional Action
Do you favor providing funds for limiting or reducing class size in the early grades? [American Association of University Women - AAUW and Gallup]	In 1998, among women voters, 82% favor to strongly favor [AAUW]. In 1998, 80% favor [Gallup].	$12 billion to local schools to reduce class size over the next seven years.	Denied by the US House and Senate budget resolutions.
Should Congress provide funds to repair and replace older school buildings? [Gallup and Greenberg Quinlan and Tarrance Group]	In 1998 86% favor [Gallup]. 76% favor a similar proposal [Greenberg].	$22 billion in interest-free bonds to modernize schools.	Denied by the US House and Senate budget resolutions.
Should the federal government play a role in helping schools be safe from violence, guns, and drugs? [AAUW]	In 1998, 84% of women voters support a very to somewhat strong role.	$50 million in funds for efforts to put anti-drug and safety coordinators in middle schools.	Denied by the US House Appropriations Committee.
As parents, do you want access to after-school programs? [National Opinion Research Center]	In 1997, 77% of primary school parents want after-school programs and 82% of middle school parents want after-school programs.	$200 million to help local school-community partnerships to expand after-school programs.	$140 million denied by the US House Committee.
How serious is the inadequacy of training public school teachers today? [Time/CNN poll]	In 1997, 63% fairly to very serious.	$67 million for teacher recruitment and training.	$64.8 million in funds denied by the US House Committee.
Should public tax dollars be used to assist parents who send their children to private school or to invest only in public schools? [AAUW]	In 1998, among women voters, 66% want public tax dollars only to improve public schools (including the majority of Democrats, Republicans, and Independents).	Offered a budget proposal which strengthens our public schools for the 90% of kids who attend them, rather than divert these investments to provide school vouchers.	Numerous private school voucher-type proposals have been proposed in Congress rather than funding the mainstream proposals to improve education and public schools.

Special Insert on Family Involvement
(See inside)

September Town Meeting Will Highlight Community Efforts to Keep Schools Safe for Students and Teachers

Teachers can't teach if they have to compete for respect or fear for their safety, and students can't learn if there is disorder in the classroom. The September Satellite Town Meeting will focus on ways that community partnerships can keep schools and society safe for all young people through after-school programs and mentoring and tutoring efforts.

U.S. Secretary of Education Richard W. Riley will welcome a panel of parents, educators, and business and community leaders who will explore ways that community-school partnerships can keep students safe and reconnect them to positive standards of behavior through structured and supervised environments, before, during, and after-school. Entitled "Back to School: Safe and Sound," the hour-long Satellite Town Meeting will air on Tuesday, September 15, at 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the U.S. Chamber of Commerce, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed-captioned and simulcast in Spanish.

The coordinates are as follows:

C-Band: Telstar 5, Orbital Location 97 degrees West; Transponder 24; Horizontal Polarity; Channel 24; Downlink Frequency 4180 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS6, Orbital Location 74 Degrees West; Transponder 4; Vertical Polarity; Channel 4; Downlink Frequency 11798 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For additional information or to register your participation, call 1-800-USA-LEARN, visit http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

1998-99 Satellite Town Meeting Series Will Focus on Community Efforts to Improve Education

Keeping classrooms safe, modernizing school facilities and preparing students for college are among the topics scheduled for discussion as U.S. Secretary of Education Richard W. Riley's Satellite Town Meeting television program begins its fifth season on Tuesday, September 15.

This free, interactive satellite program is broadcast on the third Tuesday of every month to hundreds of communities across the country. Beginning this fall, the program will be broadcast live from the television studio at the Newseum, the world's only interactive museum of news in Rosslyn, Virginia.

Here's a brief look at the 1998-99 Satellite Town Meeting series:

- **"Back to School: Safe and Sound"** September 15, 1998, 8:00-9:00 p.m. Eastern time.
- **"Modernizing Schools: Updating Technology, Buildings and Classrooms"** October 20, 1998, 8:00-9:00 p.m. Eastern.
- **"Going to College: Financial Aid Night"** November 17, 1998, 8:00-9:00 p.m. Eastern.
- **"Learning Together: Diverse Schools Building One America"** January 19, 1999, 8:00-9:00 p.m. Eastern.
- **"Teaching Reading: Success Stories from School and Home"** February 16, 1999, 8:00-9:00 p.m. Eastern.
- **"Counting the Stars: Mathematics, Arts and Space Science"** March 16, 1999, 8:00-9:00 p.m. Eastern.
- **"Improving Teacher Quality: Shaping the Profession That Shapes America's Future"** April 20, 1999, 8:00-9:00 p.m. Eastern.
- **"High Standards at Work: Comprehensive Approaches to School Improvement"** May 18, 1999, 8:00-9:00 p.m. Eastern.
- **"School Leadership: Principals at the Center"** June 15, 1999, 8:00-9:00 p.m. Eastern.

In addition to the Satellite Town Meetings, the U.S. Department of Education produces and distributes a number of free special teleconferences throughout the year. This fall, look for programs on school design, arts education, and the Y2K computer issues. To find out more, call 1-800-USA-LEARN or join STM-LIST, a new e-mail service. Just send an e-mail to listproc@inet.ed.gov and leave the subject area blank. In the message area, write subscribe STM-LIST yourfirstname yourlastname. CU

Special September 1998 Insert on Family Involvement

Partnership for Family Involvement in Education

YMCA of Greater New York Provides After-School Opportunities

The YMCA of Greater New York is a proud member of the Partnership for Family Involvement in Education. This fall, the YMCA, in partnership with the New York City Board of Education, will take its Virtual Y reading enhancement program to 110 schools and 7,000 elementary school children by turning the city's public schools into Virtual Ys from 3 p.m. to 6 p.m., five days a week.

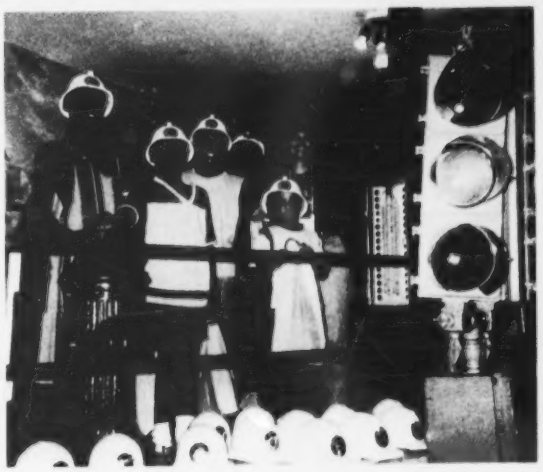
The Virtual Y's curriculum is based on the YMCA's spirit-mind-body triangle, helping schools that are striving to reach higher academic standards by focusing on education, health, and values. With a favorable ratio of one counselor to ten children, students work one-on-one and in small groups on their reading and writing skills.

Families and community members are also active participants in the Virtual Y program, participating on advisory committees and in learning activities. The Virtual Y's activities serve to address the tremendous need for after-school learning as has been shown in recent studies.

A report by the U.S. Departments of Education and Justice—*Safe and Smart: Making After-School Hours Work for Kids*— highlights this need along with the benefits of after-school activities. According to the report, children without constructive after-school activities are far more likely than their supervised peers to use drugs, alcohol, and tobacco; engage in criminal or delinquent behavior; become victims of crime and injury; receive poor grades; and drop out of school. The report also indicates that almost one-third of juvenile crime occurs between 2 p.m. and 8 p.m. on school days and that the parents of more than 28 million children work outside of the home, leaving five to seven million "latch-key" kids to come home to empty houses.

First Lady Hillary Rodham Clinton visited with students at a Virtual Y site in Harlem, New York, earlier this year.

The YMCA of Greater New York has also linked its Virtual Y program to the U.S. Department of Education's *America Goes Back to School* effort and will focus its fourth annual Youth Matters Forum on the importance of after-school programs as a critical aspect of youth development. Last year's forum featured U.S. Secretary of Education Richard W. Riley who reminded the audience that demand for after-school programs greatly outstrips the supply. For more information on the YMCA of Greater New York and the Virtual Y program, call (212) 630-1543, or visit http://www.ymcanyc.org. As long as supplies last, copies of *Safe and Smart: Making After-School Hours Work for Kids* can be ordered by calling 1-877-4ED-PUBS or by visiting http://www.ed.gov. CU



National Parents' Day participants visited the Capital Children's Museum wearing engineering hard hats provided by the Washington Suburban Sanitary Commission on National Parents' Day, July 26.

Calendar

October 19-24 *The 1998 NAPE Symposium on Partnerships in Education, The Power of Partnerships: Linking Education to the 21st Century, Los Angeles Airport Marriott. For information, call (703) 836-4880, or visit http://NAPEhq.org.*

The U.S. Department of Education's 1998 Regional Conferences on Improving America's Schools will take place on the following dates:

October 19-21 *Portland, Oregon, at the Doubletree Quay Hotels, Jantzen Beach, Columbia River, and Inn.*

November 18-20 *Denver, Colorado, at the Adam's Mark Hotel.*

December 15-18 *Nashville, Tennessee, at the Opryland Hotel and Convention Center.*

For more information, call 1-800-203-5494 or visit the Web site at http://www.ncbe.gwu.edu/iasconferences.

ANNOUNCEMENTS

- Speakers' notes and overheads for presentations on the Partnership for Family Involvement in Education for family-school groups, community and religious organizations, and employers are now available on the Partnership's homepage at http://www.ed.gov/PFIE/pfiepub.html. Presentations are also available on CD Rom by calling 1-877-4ED-PUBS as long as supplies last.
- On Wednesday, July 29, 1998, U.S. Secretary of Education Richard W. Riley announced the new *Think College Early* Web site as part of his speech on "Technology and Education: An Investment in Equity and Excellence." The site is designed for students, ages 10 to 14, inviting them to find out about what it takes to go to college. Among the highlights are specifics on what courses to take in what grades and the average costs of college, state by state. The site also contains special sections for parents, teachers, and counselors, and is ideal for first-generation college-goers. The site can be found at http://www.ed.gov/thinkcollege/early. For further information, contact Diana C. Phillips, Special Assistant to the Deputy Secretary, *Think College Early*, at (202) 205-3687; by fax at (202) 401-9027, or by e-mail at diana_phillips@ed.gov.
- On Monday, October 5, the teleconference "National Symposium on School Design: Schools as Centers of Communities," featuring Vice President Al Gore, will focus on designing and renovating schools for the future, involving educators, parents, architects, community leaders, and students. The program will provide examples and tools to help local communities consider new ways of designing schools that are flexible and adaptable to changing needs. For more information, call 1-800-USA-LEARN.
- The kick off for American Education Week with National Parent Involvement Day will take place on Monday, November 16. For further information on getting involved in this effort, call the National Parents' Day Coalition at (202) 530-0849.
- Employers for Learning are using technology to get everyone involved in *America Goes Back to School*. Microsoft Corporation, a member of the Partnership's Employers for Learning, has included a back-to-school message with contact information for *America Goes Back to School* on its homepage with a link to the Partnership's Web site.

AMERICA GOES BACK TO SCHOOL

America Goes Back to School Planning Tip: By now the planning for your *America Goes Back to School* event should be finished. You may have even already held the event! If you haven't, call 1-877-4ED-PUBS (toll-free) and order copies of tips for families and community members on how to be involved in reading, math, and college-going that you can hand out at your event. Then enjoy the event! All your hard work will pay off when you see how many more parents and community members become involved throughout the school year! Get involved, stay involved!

Think College Early

Today, more than ever before, having some education beyond high school helps reduce the fault line between those who will prosper in the new economy and those who will not. To prepare ourselves for the world of personal and professional choices in the 21st century, we must open the doors of college to all Americans who are ready and make two years of college as universal as high school is today.

New studies show that almost 90 percent of students want to go to college and 90 percent of their families want their children to go to college. Yet, many students and families are not preparing academically and financially for college. Many lack a fundamental understanding about the cost of college, financial aid and tax cuts, and which courses are critical to take in middle and high school. In response to these needs, the U.S. Department of Education's *Think College Early* initiative can help provide teachers, counselors, parents, and students with helpful publications, examples, and strategies to prepare academically and financially for college.

Preparing and paying for a college education requires time, effort, and careful planning by parents, students and educators. And many parents—especially those who did not attend or finish college themselves—don't realize that preparing a student academically and financially for college should begin early, by the time a student enters sixth or seventh grade, and continue through middle and high school. For decades, the college-going rate of lower-income students has lagged far behind the rates for students from higher income families. A recent study found that the top one-third scoring students from low-income families were five times as likely to forego college than students from high-income families.

Middle grade students from low- and middle-income families need to know that education after high school is not beyond their means. Teachers, guidance counselors, and community and business organizations must reach out to students and families whose lack of finances and information might prevent them from pursuing higher education goals.

Students should be encouraged to:

- set high expectations and high standards;
- work hard and take college preparatory courses, especially the college "gateway" courses of algebra in the eighth grade and geometry in the ninth grade, leading to chemistry, trigonometry, physics, calculus, three or four years of a foreign language, and advance placement and tech-prep courses in the junior and senior years of high school;
- find and connect with mentors who will support their positive goals; and
- learn about programs to help them pay for college, and take advantage of tax cuts and savings plans.

The new *Think College Early* Web site at http://www.ed.gov/thinkcollege/early is filled with helpful information for students, educators and parents on what it means and takes to prepare for college. The U.S. Department of Education's publications *Think College? Me? Now?* and *Getting Ready for College Early* are available on the *Think College Early* Web site. If you have a computer with Windows software in your school or library, you can access these publications and are encouraged to make multiple copies. *The ERIC Review: A Pathway to College* is available by calling 1-877-4ED-PUBS. You can also join the *Think College Early* listserve by contacting diana_phillips@ed.gov to get the latest information and strategies on what others are doing to help students and their families prepare for college early. CU

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Issue No. 60

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Ms. June Smith
Eric/Ir
Aquisitions Secretary
030 Huntington Hall
Syracuse Univers NY 13244-

Take Part in National School Modernization Day

On September 8 at 2:15 p.m. (ET), President Clinton will host the special satellite conference "National School Modernization Day" to underscore the importance of providing students with safe and modern school facilities, as well as the personal attention they need to excel. The event will highlight the need for school construction and renovation, smaller class sizes with well prepared teachers, and access to technology as ways to improve our children's education. All Americans concerned about modernizing education are urged to sponsor a local event on this day.

"With the number of school-age children at a record high and growing, schools across the country already are at or beyond capacity," President Clinton said. "One-third of our schools need to be modernized. Nearly half don't have the basic wiring to support basic computer equipment. The federal government helps to rebuild roads and bridges and other infrastructure projects because they are in the national interest. But none of that will matter if we do not see that our national interest in an adequate education infrastructure is also preserved."

President Clinton, members of Congress, local officials, parents and educators, and concerned business and community leaders will come together to discuss the challenges they face in their own local schools, and how parents, communities, and state and local governments can get involved. The discussions will also highlight how the administration's education agenda can help provide communities with interest-free bonds to build and modernize schools, enable school districts to hire more well prepared teachers to reduce class sizes in the early grades, and help every child have access to a computer connected to the Internet.

President Clinton and U.S. Secretary of Education Richard W. Riley will be releasing the third annual *Baby Boom Echo* report, with new figures for total school enrollment on a state-by-state basis, as well as projections for future enrollment growth. Each local event will have the opportunity to link by satellite or other method to the national event with President Clinton. To get involved, call 1-800-USA-LEARN and receive the satellite coordinates and procedures for linking to the national event, as well as suggestions on how to participate in this national effort. CU

Jazz Is Focus of White House Millennium Evening

The next White House Millennium Evening is scheduled for Friday, September 18 at 7:30 p.m. (ET) and will explore the theme of "Jazz: An Expression of Democracy." President and Mrs. Clinton will host renowned performers, educators and jazz enthusiasts for an evening of lecture, demonstration and performance. Millennium Evenings are accessible to the public by cybercast over the Internet and broadcast via satellite.

Partnership for Family Involvement in Education members are encouraged to host downlink sites as part of the *America Goes Back to School* celebration. Satellite coordinates are posted on the White House and U.S. Department of Education Web sites at http://www.whitehouse.gov/Initiatives/Millennium and http://www.ed.gov, or are available by calling 1-800-USA-LEARN.

CU

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Assistant Secretary
MARIO MORENO

Senior Director
JOHN McGRATH

Editor
JULIE ANDERSON

Designer
BARBARA JULIUS

Contributing Writers
JENNIFER BALLEN
MICHELLE DOYLE
MENAHEM HERMAN
DIANE JONES
JILL RIEMER
CHRIS SMITH

Community Update

No. 61
October 1998
U.S. Department of Education

Designing Schools for the 21st Century: National Symposium to Offer Ideas and Models for New Learning Environments

What does a community do when its student population outgrows its school buildings, or when structures need replacement or renovation to meet today's changing educational needs? This month, the *"National Symposium on School Design: Schools as Centers of Communities"* convenes in Washington, D.C., as Vice President Al Gore and U.S. Secretary of Education Richard W. Riley host a discussion of how schools can be built or renovated to meet the educational needs of the 21st century. A joint project of the U.S. Department of Education, the White House Millennium Council and the American Institute of Architects, the symposium will help communities engage in discussions about how they can reinvigorate and renovate existing school facilities.

A national panel of educators, parents, architects, school board officers, community planners, technology experts, and others has drafted a set of basic principles to serve as guides for communities in designing new learning environments. The principles suggest that school designs should...

1. **Enhance teaching and learning and accommodate the needs of all learners.** New school designs can offer the space and facilities that support hands-on, project-based, and interdisciplinary learning.

2. **Serve as centers of the community.** Schools can be places where creative configurations of space can accommodate both early learning and adult education; where learning can occur after- and before-school, on weekends and during the summer; and where links with businesses and collaboration with colleges and cultural and arts programs are encouraged and supported.

3. **Result from a planning/design process involving all stakeholders.** Schools should be planned by a representative group of the people who will use them—including educators, parents, students and members of community, senior citizens, civic and business organizations. To ensure fully informed participation in the design process, adequate time and resources must be allotted for getting their input.

4. **Provide for health, safety, and security.** Schools also need to be designed to promote the health, safety, and security of students, staff, and other users. For example, installing adequate lighting throughout the building and eliminating obscured areas can help ensure safety.

5. **Make effective use of all available resources.** Making the best use of the physical environment means creating flexible spaces that can serve both small and large groups, or ensuring that facilities such as offices and maintenance areas serve both educational and operational functions. Maximizing the use of technological resources can support more effective teaching of the basics and advanced skills as well as practical applications of skill and knowledge.

6. **Allow for flexibility and adaptability to changing needs.** Designs need to accommodate local and sometimes changing needs, and remain open to possible changes in the community's ideas about what constitutes a good school environment.

A portion of the *"National Symposium on School Design: Schools as Centers of Communities,"* scheduled for October 4-5, will be available via satellite from 11:30 a.m. to 12:30 p.m. Eastern time. For coordinates or registration information, call 1-800 USA-LEARN. CU

Special Insert on Family Involvement
(See inside)

Modernized Schools with Technology Will Be the Focus of the October Town Meeting

With the right technology support and access, students across the country can go to Mars with the Explorer space probe, take a virtual visit to the Louvre, and chat with scientists in the rain forest. However, many school buildings across the country are crumbling, with wiring too old to support Internet access and telecommunications needs.

The October Satellite Town Meeting will discuss how schools and communities are getting technology into the classroom and explore the need for school construction and renovation and smaller class sizes with well-prepared teachers as ways to improve our children's education. U.S. Secretary of Education Richard W. Riley will welcome a panel of educators, parents and business and community leaders who will discuss how schools and communities can work together to advance schooling toward the 21st century. Entitled "Modernizing Schools: Updating Technology, Buildings and Classrooms," the hour-long program will air on Tuesday, October 20 at 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the U.S. Chamber of Commerce, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed-captioned and simulcast in Spanish. The coordinates are as follows:

C-Band: Galaxy 3R, Orbital Location 95 degrees West; Transponder 18; Vertical Polarity; Channel 18; Downlink Frequency 4060 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS6, Orbital Location 74 Degrees West; Transponder 4; Vertical Polarity; Channel 4; Downlink Frequency 11798 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For additional information or to register your participation, call 1-800-USA-LEARN, visit http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

New Publication Can Help Prevent Violence in Schools

A new publication is now available to help teachers, parents, principals and school district leaders reach out to troubled children quickly and effectively and prevent violence in schools. Entitled *Early Warning, Timely Response: A Guide to Safe Schools*, the publication was developed at the request of President Clinton by the U.S. Departments of Education and Justice, in cooperation with the National Association of School Psychologists.

A Guide to Safe Schools

"Schools remain among the safest places for young people, yet even one incident of violent crime in a school is too many," U.S. Secretary of Education Richard W. Riley said. "This guide is a practical resource for schools and communities to use to reduce the likelihood of violence and improve existing prevention and intervention efforts."

The 1997-98 school year was a dramatic wake-up call to the fact that guns do come to schools, and students will use them to kill. Unfortunately, school communities across the country have realized that no school is immune to violence. *Early Warning, Timely Response: A Guide to Safe Schools* offers research-based practices designed to assist school communities to identify early indicators of troubling and potentially dangerous student behavior and develop prevention, intervention and crisis response plans. The guide includes sections that highlight:

- characteristics of a school that is safe and responsive to all children;
- early warning signs;
- getting help for troubled children;
- developing a prevention and response plan;
- responding to crisis; and
- resources.

Early Warning, Timely Response: A Guide to Safe Schools is available by calling 1-877-4ED-PUBS or by visiting http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html. CU

AMERICA GOES BACK TO SCHOOL

Americans Across the Country Support *America Goes Back to School* 1998

This year, families, schools, college and university students and staff, employers and employees, grandparents, community, cultural and religious organizations, caring adults and older students are finding ways to support the *America Goes Back to School* initiative. This annual effort focuses attention on improving education across the nation, and challenges Americans everywhere to make a commitment to year-round involvement in children's learning.

"Across America, millions of children are beginning a new school year with a sense of excitement and anticipation, taking another important step toward their future," President Clinton said. "As caring parents and responsible citizens, we must work together to nurture their love of learning and to ensure that the education they receive provides them with the knowledge and skills they need to succeed in the 21st century."

Listed below are examples of *America Goes Back to School* events across the country. For more information about the *America Goes Back to School* initiative, call 1-800-USA-LEARN.

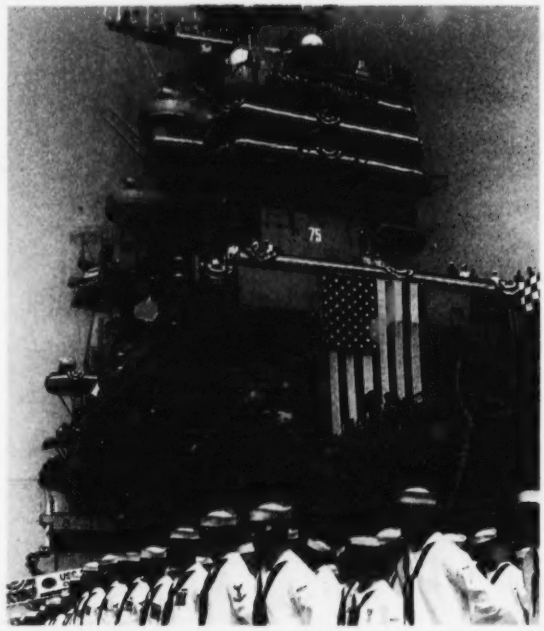
- **Back to School Fair.** For the second year, the Central Kitsap School District in Washington invited the Puget Sound community to go "back-to-school." More than 3,000 people participated in the fair that focused on improving academic achievement through parent and community involvement and home safety.
- **Memphis, Tennessee Goes Back to School.** On October 19, the Memphis City Schools and the Partners in Public Education will sponsor a back-to-school campaign featuring the second annual "CEO Principal for a Day;" demonstrations of national school redesign models; the Adopt-A-School program; and the launch of "Building a Better Way," a symposium for safe and drug-free schools. The event will also inaugurate a new youth-directed city-wide "Teens for Peace" initiative.
- **Project PACE (Parents and Children in Education).** The John J. Pershing Intermediate School in New York will host a kick-off breakfast for the Project PACE Satellite Learning Center. The center is opening under the aegis of Pershing's Beacon School Program, and offers parents and their children an opportunity to develop literacy skills, and provides quality after-school care and a comprehensive health and wellness facility.
- **Telephone Pioneers of America.** Telephone Pioneers of America will take the "I Like Me!" reading program on the road to 64 schools in the San Antonio, Texas Independent School District. The Telephone Pioneers has a partnership with Kindergartners Count to instill in youngsters a love of reading and learning.
- **Technology Innovation Zone (TIZ).** The Newport News Public Schools in Virginia are kicking-off a partnership that will establish research and development schools to help move the district to higher levels of academic achievement and ensure safe and orderly schools. The program will provide infrastructure wiring to connect schools and the community; lead to the acquisition of almost 500 computers; and develop K-12 articulation models, a teacher support system and a staff development program.
- **R.E.S.P.E.C.T. Back to School Rally.** The annual rally held at the Alabama State Fairgrounds was used as a forum to share information about school programs and services offered through the Birmingham Public School System. The rally also promoted the city's participation in the *America Reads Challenge*. CU

Spotlight on Newport News Shipbuilding

The Partnership for Family Involvement in Education is delighted to welcome Newport News Shipbuilding to the Employers for Learning. On July 25, members of the U.S. Department of Education were present for the Navy's commissioning of the new aircraft carrier USS Harry S. Truman, which was constructed by Newport News Shipbuilding.

The company brings to the Partnership for Family Involvement in Education a tradition of forging and sustaining business-education partnerships with local schools. The shipyard has developed a unique partnership with Heritage High School because of the school's focus on engineering and technology and its location near the shipyard.

Shipyard employees serve as members of the Magnet Advisory Board and provide information about the curriculum and course sequences for specific engineering and technology careers. Partnership activities include computer courses for shipyard and school division employees, exchange of facility usage (classrooms, auditorium, gym, and football fields), donation of computer software, mentors and tutors, and incentives for students to improve attendance, grades and school pride. For more information, e-mail Dr. Opal LeMaster at lemaster_oh@nns.com. CU



On July 25, 1998 President Clinton welcomed 20,000 visitors who attended the Navy's commissioning of the newest aircraft carrier, the USS Harry S. Truman. The aircraft carrier was manufactured by Newport News Shipbuilding, a member of the Partnership for Family Involvement in Education.

ANNOUNCEMENTS

- Shiloh Baptist Church in Washington, D.C., a charter member of the Partnership for Family Involvement in Education, brought the *America Goes Back to School* message home to its faith community as schools opened for the year. Parents were encouraged to "get involved—stay involved" with the *America Goes Back to School* initiative throughout the school year. For more information, visit http://www.shilohbaptist.org or call (202) 232-4200.
- The Trust Insurance Company of Taunton, Massachusetts, a member of the Partnership for Family Involvement in Education, will be granting full scholarships for five staff members of its on-site Child Care Center to pursue master's degrees in child development/early childhood education at Wheelock College. Trust Insurance Company is extending this commitment to ensure high-quality care for the children and to promote lifelong learning among its employees.

Calendar

October 19-24 *The 1998 NAPE Symposium on Partnerships in Education, "The Power of Partnerships: Linking Education to the 21st Century," Los Angeles Airport Marriott. For more information, call (703) 836-4880, or visit http://NAPEhq.org.*

The U.S. Department of Education's 1998 Regional Conferences on Improving America's Schools will take place on the following dates:

October 19-21 *Portland, Oregon, at the Doubletree Quay Hotels, Jantzen Beach, Columbia River, and Inn.*

November 18-20 *Denver, Colorado, at the Adam's Mark Hotel.*

December 15-18 *Nashville, Tennessee, at the Opryland Hotel and Convention Center. For more information, call 1-800-203-5494 or visit the Web site at http://www.ncbe.gwu.edu/iasconferences.*

AMERICA GOES BACK TO SCHOOL

Congratulations! By now we hope you've finished your successful ***America Goes Back to School*** event. Keep the momentum going for building school-community partnerships and continue to reach out to families and community members by involving them all year long in your school.

Senate Committee Falls Short on Critical Education Investments

The U.S. Senate Labor-HHS-Education Appropriations bill was marked up in subcommittee on September 1 and in full committee on September 3. While the Senate bill is an improvement over the House, it still falls $1 billion short in investing in key education priorities. In addition, the Senate bill fails to provide funding for the new initiative to help young people learn how to read, to upgrade teacher skills in technology, for drug and violence prevention program coordinators, to help create education opportunity zones in interested urban and rural schools, and to invest in new research to improve reading and math instruction. Earlier House and Senate budget resolutions did not approve of $22 billion in interest-free bonds to help modernize schools, or $12 billion over seven years to reduce class size.

Listed below is President Clinton's request for his FY 1999 priority education programs versus the corresponding figures from the House and Senate Appropriations Committees. For more information on the U.S. Department of Education's 1999 budget request, call 1-800-USA-LEARN. CU

Program	President's Request	House Committee	Senate Committee
America Reads Challenge	$260 million	0	0
After-School 21st Century Community Learning Centers	$200 million	$60 million	$ 75 million
Extra Help in the Basics (Title I local Grants)	$7.767 billion	$7.375 billion	$7.676 billion
Technology Teacher Training	$75 million	0	0
Technology Literacy Challenge Fund	$475 million	$425 million	$425 million
Safe & Drug-Free Schools (state grants & national programs)	$556 million	$556 million	$556 million
Safe & Drug-Free Schools Coordinators	$50 million	0	0
Educational Opportunity Zones	$200 million	0	0
Raising Standards in Goals 2000 Reform	$501 million	$246 million	$496 million
Upgrade Teacher Skills – Eisenhower Professional Development	$335 million	$285 million	$335 million
Math and Science Research Initiative to Improve Achievement	$50 million	0	0
School to Work	$125 million	$75 million	$125 million
High Hopes for College	$140 million	0	$75 million
Work-Study	$900 million	$850 million	$900 million
Teacher Recruitment & Training	$67 million	$2.2 million	$77 million
Learning Anytime Anywhere Partnerships	$30 million	0	$10 million

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175134
Ms. June Smith
Eric/Ir
Aquisitions Secretary
030 Huntington Hall
Syracuse Univer NY 13244-

America Links Up: A Campaign to Promote Online Safety for Children

The America Links Up: A Kids Online Teach-In campaign kicked-off National Kids Online Week on September 15 with a National Town Hall Meeting in Washington, D.C., and a taped broadcast produced by Turner Learning at the Newseum in Arlington, Virginia. These events were highlights of the U.S. Department of Education's *America Goes Back to School* initiative, and fulfilled a promise made at the Internet Online Summit: Focus on Children held last December.

America Links Up: A Kids Online Teach-In is a broad-based awareness campaign to ensure that every child in America has a safe, educational and rewarding experience online. The U.S. Department of Education has joined a diverse group of education and community organizations and businesses to support the campaign and to encourage active involvement of parents, teachers and others in children's online experiences. The events featured U.S. Secretary of Education Richard W. Riley, as well as teachers, parents, librarians, kids, industry leaders, and government officials.

"While the wealth of information makes the Internet a valuable resource, there are land mines in cyberspace that we want all children to avoid," Secretary Riley stated at the National Town Hall Meeting. "This can be tricky or even intimidating for parents whose children are the most computer-literate members of the family. That's why parents and teachers must monitor their child's online access and take steps to safe guard their child's well-being."

The Turner educational forum was aired nationwide on local cable stations and will be distributed to sponsoring education and parents groups. The Turner program also featured an Internet tour of a number of kids' favorite sites.

The following safety tips can help build awareness about safety on the Internet:

- Take the time to see what your children are doing online and what their interests are.
- Teach children never to give out information to people they meet online, especially in public places like chat rooms and bulletin boards.
- Instruct a child never to plan a face-to-face meeting alone with online acquaintances.
- Tell your child not to respond when they receive offensive or dangerous e-mail, chat, or other communications.
- Establish clear ground rules for Internet use for your children. Decide whether or not to use parental control tools or protective software.
- Place your computer in the family room or another open area of your home. Or use the computer together in a library, school, or community center.

A grassroots toolkit, as well as a Web site, public service announcements (PSAs) on Internet safety, and a safety video were launched at the National Town Hall Meeting. The toolkit was designed to provide communities with the curriculum, tools and resources needed to plan their own teach-ins. The Web site was designed to help make the Internet a safe and rewarding place, and contains safety tips for parents and children. The PSAs draw attention to the need to guide children online, and the safety video will be distributed to schools across the country through the National School Board Association.

Over 200 events in more than 30 states have registered to participate in the America Links Up campaign. For more information, visit http://www.americalinksup.org. CU

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
JENNIFER BALLEN
TERRI FERINDE DUNHAM
MENAHEM HERMAN
JULIE KAMINKOW
JOHN MCGRATH
CHRIS SMITH

Community Update

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U.S. Department of Education

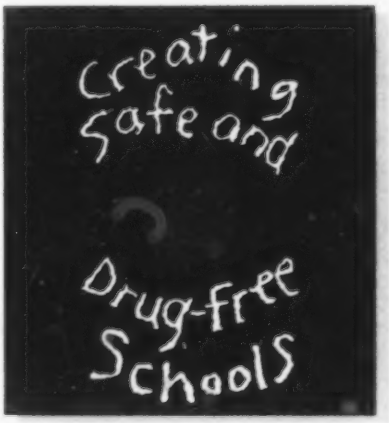
Community Partnerships Can Help Create Safe and Drug Free Schools

Across the country, communities agree that children, teachers, and school staff need to be in an environment that is safe, orderly, and drug free. Recent studies show, however, that 34 percent of middle-junior high school students, and 20 percent of senior high school students are worried about becoming victims of violence at school or on the way to and from school.

More and more communities and educators are working together to insure that students attend schools that have a positive, healthy and supportive learning environment. When the school climate is positive and supportive, teachers are more motivated to teach and children are more enthusiastic to learn.

Research shows that schools that are safe and drug free generally adhere to four main principles of effectiveness. First, these schools conduct a needs assessment of the issues and concerns relating to drugs and violence. Second, they set measurable goals and objectives that involve community representatives. Third, they implement their effective research-based programs, and fourth, they evaluate the programs to determine their effectiveness.

No matter how hard a school and community work to promote a safe and orderly school environment, no school can be exempt from random acts of violence. On October 15, at the White House Conference on School Safety, President Clinton proclaimed "National School Safety Day" and highlighted some of his administration's school safety initiatives, including school uniforms, the use of tough truancy laws, community-based curfews, and zero tolerance for guns in school. The U.S. Department of Education is working hard to further an education agenda which includes: modernizing schools, reducing class size in the early grades and investing in after-school programs



to help keep kids safe and well educated.

"All Americans can have a role in ensuring that schools are safe places where children can learn and teachers can teach," Assistant Secretary of Elementary and Secondary Education Gerald N. Tirozzi said. "If the community has an environment that is safe, orderly, and drug free, it enhances the potential for a positive school climate."

The U.S. Department of Education's publication *Early Warning, Timely Response: A Guide to Safe Schools* was recently released to provide school communities with reliable and practical information about what they can do to be prepared for and to reduce the likelihood of violence. To obtain a copy of this publication, call 1-877-4ED-PUBS or visit the U.S. Department of Education's Web site at http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html.

For information about the Safe and Drug Free Schools Program, call 1-800-USA-LEARN or visit http://www.ed.gov/offices/OESE/SDFS/. CU

Special Insert on Family Involvement
(See inside)

Community Update *is available on the World Wide Web at http://www.ed.gov/G2K/community.*

November Town Meeting Will Highlight Ways to Prepare Financially for College

Looking toward the 21st century, we see that the high-skill, high-wage jobs of the future will require students to receive at least some postsecondary education, including one year of technology training or a two or four-year degree. Recent improvements in the federal programs for student aid—including need-based scholarships and loans, grants, and tax incentives—make it possible for virtually anyone who wants to attend college to afford the tuition. Over 70 percent of all financial aid to help families pay for college comes from the federal government, primarily through the U.S. Department of Education.

The November Satellite Town Meeting will highlight the latest information on student financial aid and other forms of assistance. U.S. Secretary of Education Richard Riley will present a panel of guests who will provide an overview of the major student financial assistance programs that are available to students at most schools. Entitled "Going to College: Financial Aid Night," the hour-long program will air on Tuesday, November 17 at 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the U.S. Chamber of Commerce, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

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Ku-Band: SBS6, Orbital Location 74 Degrees West; Transponder 4; Vertical Polarity; Channel 4; Downlink Frequency 11798 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For additional information or to register your participation, call 1-800-USA-LEARN, visit the U.S. Department of Education's Web site at http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

Secretary Riley to Host Arts Education Teleconference in December

A renewed interest in arts education has been stimulated by public concern over the quality of American schools and the performance of our students, as well as research that shows that the arts help children build both basic and advanced thinking skills, and address the different learning styles of children. The knowledge and skills that students develop in learning to respond to, perform, and create works of art constitute a fundamental form of literacy that students must have if they are to function in today's new media and information society.

On December 1, the national teleconference "Arts Literacy for a Changing America" will be broadcast from the Newseum in Arlington, Virginia, from 7:30 to 8:30 p.m. Eastern time. Hosted by U.S. Secretary of Education Richard Riley and moderated by CNN's Bill Press, the teleconference will focus on the importance of arts literacy and highlight the results from the National Assessment of Educational Progress (NAEP) in the arts.

"The process of studying and creating art in all of its distinct forms defines those qualities that are at the heart of education reform to prepare for the 21st century—creativity, perseverance, a sense of standards, and above all, a striving for excellence," U.S. Secretary of Education Richard Riley said.

Sponsored by the U.S. Department of Education and the Arts Education Partnership, the national teleconference will involve parent, community, business and school leaders who will discuss how the knowledge and skills developed in learning the arts constitute an important form of literacy that students will need to meet the challenges of the 21st century. Panelists will address ways that school leaders, parents, and community, cultural and business groups can:

- create new partnerships between schools, artists and social service organizations and work with school systems to advance arts education;
- identify community resources that teachers can draw upon to help them achieve learning objectives in the arts; and
- explore strategies and programs that other school systems, arts groups and communities are using to advance arts education.

Satellite coordinates for the teleconference will be available in early November. To obtain more information about the teleconference, call 1-800-USA-LEARN or visit http://aep-arts.org. CU

Special November/December 1998 Insert on Family Involvement

Partnership for Family Involvement in Education

Religious Organizations and Faith Communities Support Public Education

"Train children in the right way, and when old, they will not stray."

This verse from Proverbs begins the *Statement of Common Purpose Among Religious Communities Supporting Family Involvement in Education*, a document written in 1994 by leaders from 30 religious organizations and representing approximately three-fourths of religiously-affiliated Americans. These religious leaders have joined U.S. Secretary of Education Richard Riley in affirming their strong belief in family involvement in learning. Together they have pledged to actively support this belief through activities of the Partnership for Family Involvement in Education.

Based on the commitments made through the *Statement of Common Purpose*, religious organizations and faith communities have been working with their own membership, members of other denominations, community-based organizations and their local schools to make a difference in how children in their communities are educated. The Partnership for Family Involvement in Education provides a framework for these activities as well as materials to support local projects. The following are examples of religious communities that are working together on education and learning:

- In **Jackson, Tennessee**, 23 churches have designed a tutoring program in cooperation with the local school system to serve children residing in public housing. Three nights a week, church buses provide transportation to church facilities where 250 volunteers work with 350 children, providing assistance in reading and math.
- **The Interfaith Community Partnership in Chicago, Illinois**, is working with the school system and the community to address school safety concerns by providing crisis intervention and follow-up teams to schools as requested, arranging for classroom and student mentors, and assisting students through after-school homework centers.
- **The Jewish Coalition for Literacy** has pledged 100,000 reading tutors over a period of five years. In some communities, these volunteers are getting involved in existing programs to support ongoing efforts. In other communities, the coalition may be the organizing group to get a new partnership started. They are currently working with programs in Boston and Baltimore, with more cities being added each year.
- **The Baltimore-Washington Conference of the United Methodist Church** began a summer reading program through a church in downtown Washington, D.C. The program recruited children from the public schools in the neighborhood. Both students and tutors received so much from the program that they worked to continue it throughout the school year. Additionally, Baltimore area members joined an existing literacy program to extend the services offered.

One particular activity through the Partnership for Family Involvement in Education—the Religion and Education Summit—illustrates the continuing positive effects that partnerships can have on a community. The most recent Religion and Education Summit was held in St. Petersburg, Florida, and the actions of the new partnership formed at the summit have resulted in mentoring programs, tutoring efforts, after-school programs and local business involvement in tutoring programs. The next summit will take place in Louisville, Kentucky, on December 11, 1998.

For more information about how religious organizations can support education through the Partnership for Family Involvement, call 1-800-USA-LEARN or visit http://www.ed.gov/PFIE/.

This article is based on a piece in HORIZONS magazine, published by Presbyterian women for the Presbyterian Church (U.S.A.) CU

ANNOUNCEMENTS

- The National Community Education Association (NCEA) has announced that the 17th annual "National Community Education Day" will be observed on Tuesday, November 17. This year, the commemorative day will focus on meeting the needs—educational, health, social services, cultural, and recreational—of all members of the education community, and providing a safe place for children and others before- and after-school, on weekends, and during the summer. For more information, contact NCEA at (703) 359-8973 or write to the National Community Education Association, 3929 Old Lee Highway, Suite 91-A, Fairfax, Virginia 22030-2401.
- Recent publications issued by the Partnership for Family Involvement in Education support local efforts to get families engaged with schools. *Questions Parents Ask About Schools* is a research-based pamphlet available in English and Spanish. Topics covered include school-work, safety, preparing for a career and more. Employers, schools, and community groups that want to learn more about business-education collaboration can request *The Corporate Imperative: Results and Benefits of Business Involvement in Education*. On a related topic, the publication *Using Technology to Strengthen Employee and Family Involvement in Education* provides examples of businesses that are using technology to help employees who are parents to link with their children's schools. To order these publications while supplies last, call 1-877-4ED-PUBS or visit http://www.ed.gov. CU

Assistant Secretary of Education Mario Moreno joined 5,000 San Antonio youngsters and 1,300 Telephone Pioneers of America volunteers in a celebration of America Goes Back to School on October 2. The Telephone Pioneers visited 64 schools in the San Antonio area to read and distribute personalized "I Like Me!" books to kindergartners. These books form the core of a 12-week program offered by the Telephone Pioneers in partnership with Kindergartners Count. For more information, call the Telephone Pioneers Resource Center toll-free at 1-800-976-1914.

Mayor Emanuel Cleave II of Kansas City, Missouri, greets Secretary Riley at a recent Employers for Learning breakfast and sign-on event held in Kansas City.

Calendar

November 16 *National Parent Involvement Day. For more information, contact Belinda Rollins of the National Parents' Day Coalition at (202) 530-0849.*

November 16-21 *77th annual celebration of American Education Week.*

December 10-11 *Religion and Education Summit in Louisville, Kentucky. For more information, contact Michelle Doyle at (202) 401-1365.*

The U.S. Department of Education's 1998 Regional Conferences on Improving America's Schools will take place on the following dates:

November 18-20 *Denver, Colorado, at the Adam's Mark Hotel.*

December 15-18 *Nashville, Tennessee, at the Opryland Hotel and Convention Center.*

For more information, call 1-800-203-5494 or visit the Web site at http://www.ncbe.gwu.edu/iasconferences.

May 6-7 *The 1999 Business and Education Conference "Making It Work, Making It Pay. Better Education Is Everybody's Business," at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit www.conference-board.org.*

Reading Summit Launches Crusade for Child Literacy

In the midst of the busy back-to-school season, education leaders from over 50 states and territories united in September at the first national Reading Summit in Washington, D.C. More than 550 summit participants, poised to spark lasting improvement from coast to coast, included teachers, superintendents, state policy makers, school board members, parent leaders, principals, state legislators, higher education leaders, reading specialists, special education and bilingual coordinators, Title I personnel, early childhood specialists and child care providers.

U.S. Secretary of Education Richard Riley called for a comprehensive national crusade for child literacy based on the best practices from new brain and reading research. In particular, the summit focused on the National Research Council's (NRC) 1998 landmark report, *Preventing Reading Difficulties in Young Children*, which stated that 40 percent of American fourth graders failed to read at a basic level in a 1994 national assessment.

"From cradles to classrooms to colleges, we can help more children succeed in reading," Secretary Riley said.

Secretary Riley issued five challenges to accelerate the movement toward full child literacy. First, top educators and policy makers in each state and community should join forces to retool their approach to teaching children to read, beginning at birth. "We must unite to get out the message: if every parent reads for 30 minutes a day to their child, it will revolutionize education in this country," Secretary Riley stated.

Second, educators must stop feuding over teaching techniques. "We should integrate the best elements of methods like phonics and reading comprehension, and keep our focus on the needs of the individual child," he said.

Third, cooperation between all pre-kindergarten care givers could instill greater pre-literacy skills in toddlers. "Make it a priority to build stronger ties between child care and preschool agencies and organizations in your states and communities," he urged.

Fourth, we must support children with special challenges, including disabled students, children with limited English proficiency, and low-income students. Studies show that almost every child can learn to read with appropriate help.

Fifth, state teacher certification boards and colleges of education should require that every prospective K-3 teacher have rigorous training to teach reading. With 2.2 million new teachers expected to enter public schools in the next decade, Secretary Riley said, we must act now to rectify this glaring deficit in teacher preparation. "Many veteran teachers also need strong retraining," he added.

Secretary Riley shares his love of reading with a young friend.

Teams from each state at the summit pledged to take action during the next six months. Activities to be explored include: hosting state reading summits; reforming teacher certification requirements; raising graduation standards at teacher colleges; using the NRC study to train current teachers and principals; offering pre-literacy training to child care providers; reviewing reading benchmarks for preschool; seeking early intervention in kindergarten; and conducting public awareness campaigns to promote literacy, including a video on developing early literacy skills, and using stores and restaurants, like McDonald's tray liners, to promote family literacy.

A new Reading Summit Web site contains more information, including the NRC report and state activities, at http://www.ed.gov/inits/readingsummit. You can also order the report by calling 1-800-624-6242. For free publications and videos on child literacy, call 1-877-4ED-PUBS. Two free videos are available on one tape to show at meetings or training sessions: "Breaking Through" (11 minutes) illustrates success stories of struggling readers with teacher and family support and "Reading Partners" (15 minutes) focuses on innovative ways to develop pre-literacy skills in early childhood. For further information on child literacy, visit http://www.ed.gov/inits/americareads. CU

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FIRST CLASS

275134
Ms. Jane Smith
Editor
Athletiams Secretary
710 Huntington Hall
Syracuse University NY 13244

FY 1999 Budget Provides Education Improvements

The U.S. Department of Education's FY 1999 budget agreement with Congress will help parents, teachers, students, schools and communities build partnerships and obtain critical resources to make needed educational improvements. The budget agreement includes:

- a major down payment to lower class size by helping to pay for and train teachers to give more personalized attention to students in grades 1 through 3;
- providing 100,000 disadvantaged middle schoolers with the "Gear Up for College" initiative to create high hopes and help them to prepare academically and financially for college;
- expanding after-school and summer programs to over a quarter of a million students; and
- providing new resources to help more chidren to read well and independently by the end of the third grade through a child literacy bill inspired by the America Reads Challenge, with significant increases in Title I and IDEA.

The FY 1999 budget will also help about 36,000 youngsters get a better start in life through Head Start, continue the effort to raise standards through help from Goals 2000, and provide teachers with the help they need to use technology effectively in the nation's classrooms. The budget will also provide the largest maximum award ever for Pell Grants—$3,125 a year per eligible student—for lower income students to attend college. Congress did not approve President Clinton's request to create education opportunity zones and to build, repair or modernize over 5,000 schools nationwide. For more information, call 1-800-USA-LEARN. CU

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
CONNIE DESHPANDE
MICHELLE DOYLE
MENAHEM HERMAN
PAMELA HUGHES
CHRIS SMITH

U.S. Schools Face Third Consecutive Year of Record Enrollment

According to the U.S. Department of Education's back-to-school analysis *A Back to School Special Report on the Baby Boom Echo: America's Schools Are Overcrowded and Wearing Out*, total public and private school enrollment this fall is at a record 52.7 million, surpassing last fall's all-time high by 500,000. New enrollments will continue to be set for at least the next eight years, and by 2008, 54.3 million young people are expected to be attending elementary and secondary school. To obtain a copy of this report, call 1-877-4ED-PUBS or visit http://www.ed.gov/pubs/bbecho98/. CU

Bayer/NSF Awards Encourage Science and Community Service

A nationwide competition that encourages students to use science and technology to solve problems in their communities is now accepting applications from teams of creative sixth, seventh, and eighth graders. Now in its third year, the "Bayer/NSF Award for Community Innovation" asks students to identify critical problems in their communities and propose innovative scientific solutions.The deadline for entries is January 31, 1999. For more information, call 1-800-291-6020. CU

Community Update

No. 63
January 1999
U.S. Department of Education

U.S. Secretary of Education Richard W. Riley will deliver his sixth annual State of American Education address from Long Beach, California, on Tuesday, February 16, 1999 at 11 a.m. PST and 2 p.m. EST. The event will be broadcast live via satellite. Call 1-800-USA-LEARN for details.

Special Insert on Family Involvement
(See inside)

New Initiatives Can Help Students Prepare for College Early

In a recent survey, almost 70 percent of parents indicated that they have little information or want more about which courses their children should take to prepare for college. The same survey showed that 89 percent of parents wanted more information about how to pay for college, including the use of tax credits. In response to this need, the U.S. Department of Education has launched public information efforts to help students and their families prepare academically and financially for college: *Think College Early* and, in partnership with the Coalition of America's Colleges and Universities, *College Is Possible*. Both efforts have terrific information available on their Web sites (http://www.ed.gov/thinkcollege/early and http://www.CollegeIsPossible.org).

In addition, the U.S. Department of Education's FY 1999 budget provides $120 million for the *Gaining Early Awareness and Readiness for Undergraduate Programs* initiative or "GEAR UP," a significant competitive grant program that supports building local or state school-college partnerships to give middle school students the hope and pathways to prepare for college. GEAR UP will provide more than 180,000 at-risk, middle and high school students with academic and support services over several years to eliminate the barriers students face in preparing for and pursuing a college education. GEAR UP programs will also underscore a commitment to inform families, students and educators about financial aid programs—including expanded Pell grants, work-study programs, student loans, and new federal Hope and Lifelong Learning tax credits.

Encouraging students to "think college early" in the middle grades is a compelling approach to motivate students to take core academic courses, such as algebra in the eighth grade and geometry in the ninth grade, building up to the powerful college preparatory courses such as physics, trigonometry or calculus, three or four years of a foreign language, and one to two years of art or music by the senior year of high school. A variation of this approach was implemented in South Carolina during the 1980s under then-Governor Riley's education reforms. Enrollment in chemistry and foreign language courses almost doubled in South Carolina from 1981 to 1989, and advanced placement participation increased. As a result, SAT scores improved, college enrollment increased, and the number of first-time college freshmen needing remedial work decreased.

GEAR UP state grants will be awarded to states to provide early college awareness activities, improved academic support, information on paying for college, and scholarships. GEAR UP will also award multi-year grants to locally designed partnerships between colleges and high-poverty middle schools, along with at least two other partners—such as community organizations, businesses, religious groups, state education agencies, parent groups, or non-profits—to increase college-going rates among low-income youth. Partnership awards will be made on the following proven strategies:

- promoting rigorous academic course work based on college entrance requirements;
- working with a whole grade-level of students in order to raise expectations for all students;
- providing comprehensive services (mentoring, tutoring, counseling, after-school and summer programs) to students starting in grade 6 and continuing through grade 12;
- informing students and parents about college and financial aid options; and
- promoting parent and family involvement.

GEAR UP grant applications will be available early in 1999, and workshops for applicants are scheduled for March. For more information, visit http://www.ed.gov/gearup, e-mail gearup@ed.gov or call 1-800-USA-LEARN. CU

The recently passed Reading Excellence Act, funded at $260 million, will support early childhood literacy, enabling over 500,000 children to improve their reading skills. For more information, call 1-800-USA-LEARN.

Diversity Is the Focus of January's Satellite Town Meeting

The challenges and opportunities posed by the increasing diversity of the nation's student population will be the focus of U.S. Secretary of Education Richard W. Riley's Satellite Town Meeting on its next broadcast, from 8:00 to 9:00 p.m. Eastern time on January 19, 1999. The first program of the new year is entitled "Learning Together: Diverse Skills Building One America" and will feature a live discussion with school and community leaders who will share their advice and experiences.

Topics scheduled for discussion include: encouraging family involvement in a diverse school community; recruiting a more diverse teacher corps; model efforts for reaching students and parents who are limited English proficient; and other issues. The discussion will also feature the findings of the President's Initiative on Race.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

For satellite coordinates, additional information, or to register your participation, call 1-800-USA-LEARN or visit the U.S. Department of Education's Web site at http://www.ed.gov/inits/stm. CU

Spring Satellite Town Meeting Schedule

Tuesday, January 19, 1999 8:00-9:00 p.m. Eastern *#57 "Learning Together: Diverse Schools Building One America"*

Tuesday, February 16, 1999 8:00-9:00 p.m. Eastern *#58 "Teaching Reading: Success Stories from School & Home"*

Tuesday, March 16, 1999 8:00-9:00 p.m. Eastern *#59 "High Standards at Work: Comprehensive Approaches to School Improvement" (NOTE: topic changed from May)*

Tuesday, April 20, 1999 8:00-9:00 p.m. Eastern *#60 "Improving Teacher Quality: Shaping the Profession That Shapes America's Future"*

Tuesday, May 18, 1999 8:00-9:00 p.m. Eastern *#61 "Counting the Stars: Math, Arts and Space Science" (NOTE: Topic changed from March)*

Tuesday, June 15, 1999 8:00-9:00 p.m. *Eastern #62 "School Leadership: Principals at the Center"*

Alternative Ways to View the Satellite Town Meeting

If you don't have access to a satellite dish, or if your community cable or school board channel isn't regularly broadcasting the Satellite Town Meeting, here are two more options for watching the program:

- The Learning Channel, now available in more than 70 million cable homes, rebroadcasts the Satellite Town Meeting after the program is aired live. For an up-to-date schedule of times that the program will appear on The Learning Channel, call 1-800-USA-LEARN.
- The Satellite Town Meeting also can now be viewed on a live cybercast, thanks to the generosity of NASA's Quest project. To view the program, visit http://quest.arc.nasa.gov/stm/.

Viewers of the live cybercast can also post questions to Secretary Riley and his guests during the show. Archived portions of the most recent program are also available on this site. CU

Join STM-LIST!

We invite you to join our listserv: STM-LIST. The service is a way to provide you with Satellite Town Meeting program descriptions, satellite coordinates, registration information, and other news in a timely and up-to-date manner. STM-LIST is for information only, not for conversation.

To subscribe, address an e-mail message to: listproc@inet.ed.gov. Leave the subject line blank. In the message space, write: subscribe STM-LIST yourfirstname yourlastname. If you have any questions, e-mail Satellite_Town_Meeting@ed.gov, call 1-800-USA-LEARN or visit http://www.ed.gov/inits/stm. CU

CED Partners with the Satellite Town Meeting

The Committee for Economic Development (CED), an independent, nonpartisan policy research group of business leaders and educators, is the Satellite Town Meeting's newest business partner. CED, along with the Satellite Town Meetings' other partners, U.S. Chamber of Commerce and the National Alliance of Business, will offer advice on the program's content and help with outreach to the business community. CU

Special January 1999 Insert on Family Involvement

Partnership for Family Involvement in Education

Spotlight on Our Newest Partner: Welcome North Carolina

Deputy Assistant Secretary of Education W. Wilson Goode (left) poses with Director of the Office of Research Development of the Maryland State Department of Education Darla F. Strouse and North Carolina Chairman of the State Board of Education Phillip J. Kirk, Jr. (right) at North Carolina's sign-on ceremony. North Carolina is the second state to join the Partnership for Family Involvement in Education since the state of Maryland joined last year.

The State of North Carolina recently signed on to the Partnership for Family Involvement in Education through the North Carolina State Board of Education. A special sign-on ceremony, sponsored by the State Board of Education and the Department of Public Instruction, was held during a statewide parent/community involvement conference on best practices in Greensboro. Chairman of the State Board of Education Phillip J. Kirk, Jr. joined Deputy Assistant Secretary of Education W. Wilson Goode and Director of the Office of Research and Development of the Maryland State Department of Education Darla F. Strouse in the sign-on ceremony.

As a further step, schools throughout North Carolina are being invited to join this effort and to sign on to the Partnership for Family Involvement in Education as well. The U.S. Department of Education extends a heartfelt welcome to North Carolina and applauds their efforts for taking this leadership role in support of family involvement in education. For more information about North Carolina's schools and family involvement efforts, visit http://www.dpi.state.nc.us. CU

Visit us online at http://www.pfie.ed.gov. The Partnership for Family Involvement in Education's new Web site features a database search engine of all the members of the Partnership, examples of successful educational programs, and an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty years of research shows that greater family involvement in children's learning is critical to achieving a high-quality education for every student. Join us in our effort to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

Faith Communities Come Together for Fourth Religion and Education Summit

Religious leaders, educators, members of the higher education community, and students came together at Spalding University in Louisville, Kentucky, on December 11 for the fourth Religion and Education Summit supported by the Partnership for Family Involvement in Education. This summit, co-sponsored by Spalding University and Kentuckiana Metroversity, a coalition of several postsecondary colleges, universities, and seminaries in Kentucky, was the first with a higher education component.

More than 500 participants gathered in Louisville from Kentucky, Ohio, Indiana, and Tennessee to hear U.S. Secretary of Education Richard W. Riley participate in a town hall discussion on three important topics: family involvement in education, school safety, and preparing young people for college and careers. Programs that support these initiatives were presented in small group gatherings where participants could speak to practitioners from Tampa, Florida; Birmingham, Alabama; and Louisville, Kentucky. A materials fair featuring model programs, community services, information about the public schools in the area, and materials produced by the Partnership for Family Involvement in Education was open throughout the summit.

The goal of the Religion and Education Summit was to bring together leadership representing faith communities and elementary, secondary, and higher education to discuss issues of concern to the community and to build partnerships to bring about changes needed for the benefit of all children. Previous summits were held in Lawrence, Massachusetts; Wilmington, Delaware; and St. Petersburg, Florida. Partnerships formed at these summits have continued to work together to improve education and strengthen family and community involvement in local schools. To obtain information on how to plan and hold a Religion and Education Summit, e-mail partner@ed.gov. CU

The U.S. Department of Education thanks USA TODAY for its contributions to the Partnership for Family Involvement in Education's Web site. The Web site is featured under USA TODAY's online general interest news site.

ANNOUNCEMENTS

- The Girl Scouts USA, representing 3.5 million members and over 223,000 troops, recently signed a formal collaborative agreement with Kappa Delta Sorority, representing over 155,000 collegiate and alumnae members, to prepare young students for college. Kappa Deltas are planning to help girls earn a merit badge, offer college campus tours, and serve as reading tutors and mentors to Girl Scouts across the nation through the twin themes of "Lending Hearts and Hands" and "Together Preparing Girls for College, for Life, for All They Hope to Become." Kappa Deltas will help Girl Scouts to "think college early" and will encourage girls to become caring and concerned citizens and community leaders. For more information, write to: Sheila Lewis, Program Consultant, Girl Scouts USA, 15th Floor, 420 Fifth Avenue, New York, New York 10018-2702.
- During American Education Week, November 16-21, the Family Education Company, an active member of the Partnership for Family Involvement in Education, linked educators in Colorado, Illinois, New Jersey, and North Carolina in initiatives to connect families and schools via the Family Education Network Web site. The four-state initiative encourages schools to develop their own local Web sites as a means of strengthening information dissemination and connections with parents. For more information about the Family Education Company and the Family Education Network Web site, visit http://www.familyeducation.com/home. CU

Calendar

January 15

The American Federation of Teachers (AFT) Winter Institute for Educational Research and Dissemination at the Washington Court Hotel in Washington, D.C. For more information, contact Ruth Dennis at the AFT at (202) 393-8635 or toll-free at 1-800-238-1133, extension 8635.

March 21-23

The National Association of Elementary School Principals (NAESP) holds its tenth annual National Principals' Hotline to answer questions about schools, children, and education. For more information, contact June Million at (703) 518-6260 or (703) 684-3345.

April 6-10

The National Association of School Psychologists 31st Annual Convention, "A Blueprint for the Future," in Las Vegas, Nevada at Bally's Hotel and Resort. For more information, contact Marcia Harvey at (301) 657-0270 or visit http://www.naspweb.org.

May 6-7

The 1999 Business and Education Conference "Making It Work, Making It Pay... Better Education Is Everybody's Business" at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit http://www.conference-board.org.

Hispanic Education Action Plan Will Help Students Stay and Succeed in School

Last February, Vice President Al Gore announced the first-ever national Hispanic Education Action Plan to help Hispanic-American students stay and succeed in school. This commitment is the result of months of consultation between the Congressional Hispanic Caucus, education and Latino organizations, the National Economic Council, the U.S. Department of Education, and the White House Initiative on Educational Excellence for Hispanic Americans.

The action plan is a response to the final report of the Hispanic Dropout Project, *No More Excuses*, published by the U.S. Department of Education, and of the President's Advisory Commission on Educational Excellence for Hispanic Americans' report *Our Nation on the Fault Line*. The action plan is intended to help Latino youngsters master the basics of reading and math, learn English, stay in school, and most importantly, prepare them for—and help them succeed—in college .

The U.S. Department of Education's FY 1999 budget includes $520 million for the action plan to fund select education programs that address the educational needs of Hispanic students. The following programs are included in the administration's Hispanic Education Action Plan: Title I, Bilingual Education, Adult Education, Comprehensive School Reform, TRIO programs, Strengthening Hispanic-Serving Institutions Program, Migrant Education, High School Equivalency Program (HEP), and College Assistance Migrant Program (CAMP). For more information, contact Deborah Santiago at the White House Initiative on Educational Excellence for Hispanic Americans at (202) 401-1411. CU

Learn About Potential Funding for After-School Programs at Regional Workshops

The U.S. Department of Education, with the National Community Education Association and the National Center for Community Education, is offering a series of one-day regional workshops in 12 sites throughout the country on January 11-30 to assist people who may apply for $100 million of grants under the 21st Century Community Learning Centers program. The conferences are being sponsored by the C.S. Mott Foundation and are free of charge to participants. For more information, call 1-800-USA-LEARN. CU

1999 Education Budget Provides Critical Resources for Education Improvements

In October, Congress passed and President Clinton signed into law the fiscal year 1999 appropriations bill for the U.S. Department of Education. This budget agreement will help parents, teachers, students, schools and communities build partnerships and obtain critical resources to make needed educational improvements. Key initiatives in the appropriations for FY1999 include:

- **$1.2 billion** for class size reduction by helping to pay for and train teachers to give more personalized attention to students in grades 1 through 3.
- **$260 million for the Reading Excellence Act** to help more children learn to read well and independently by the end of the third grade.
- **$200 million for 21st Century Community Learning Centers** to expand after-school and summer programs to over a quarter of a million students.
- **$75 million for Technology Teacher Training** to help train new teachers to use technology in the classroom.
- **$566 million for Safe and Drug Free Schools** to help schools become safe, drug-free learning environments, and provide funds to place drug and violence prevention program coordinators in middle schools.
- **$120 million for GEAR UP** to give disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and universities or through state-administered programs.
- **$75 million for Improving Teacher Quality** to help recruit and prepare talented, dedicated and well-prepared teachers for America's classrooms.
- **$10 million for Learning Anytime Anywhere Partnerships** to support access to quality postsecondary education and lifelong learning through the use of distance education technology and related innovations.

The FY 1999 budget will also continue the effort to raise standards through help from Goals 2000, and provide the largest maximum award ever for Pell Grants—$3,125 a year per eligible student—for lower-income students to attend college. For more information about the U.S. Department of Education's FY 1999 budget, call 1-800-USA-LEARN or visit http://www.ed.gov/inits/FY99. CU

Do you know someone with a student loan? A special low interest rate, currently 7.46 percent, is available for a limited time to eligible borrowers who consolidate their outstanding student loans through the Direct Loan Program if their applications are received no later than January 31, 1999. This interest rate may also be available through some government-guaranteed lenders, although they are not required to offer the low rate. For more information, call 1-800-557-7392 or visit http://www.ed.gov/DirectLoan.

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FIRST CLASS

175134
Ms. June Smith
Eric/Ir
Aquisitions Secretary
030 Huntington Hall
Syracuse University, NY 13244

The E-Rate Has Arrived and America's Schools and Libraries Are Starting to Benefit

On November 23, a bipartisan group headed by Vice President Al Gore, U.S. Secretary of Education Richard W. Riley, Federal Communications Commission Chairman William E. Kennard, Senator John D. Rockefeller (D-WV), and Representatives Constance A. Morella (R–MD), Calvin Dooley (D-CA), Tim Roemer (D-IN), and Xavier Becerra (D-CA) announced the first wave of funding commitments for the E-Rate discounts. The E-Rate will help empower every school and library across the country by providing discounted access to advanced telecommunications.

"The E-Rate and the Technology Literacy Challenge Fund will allow our nation to take a giant step forward, improving the education we provide our children," Vice President Gore said. "Together we are using our newest tools to support our oldest goals—helping our students learn by giving them the best education we can."

Research has demonstrated that as a result of appropriate use of new technology, test scores in math are higher, attendance rates have improved, students' writing has improved, teachers have access to better training, and parents have become more involved in their children's education. The E-Rate, which is administered by the Schools and Libraries Corporation (SLC), will provide $1.925 billion in discounts during an 18-month period. The discounts, which range from 20 percent to 90 percent, cover internal wiring costs for the neediest applicants and subsidize Internet access and telecommunications services for all eligible applicants. Due to a large number of awardees, the discounts are being sent out in waves between November 1998 and January 1999. The first two weeks of the E-Rate announcements included more than 6,000 funding commitment letters totaling almost $150 million in discounts.

The "digital divide"—the increasing disparity between those who have access to this technology, and those who do not—is centered along socioeconomic and geographic lines. In an effort to bridge this gap, the E-Rate makes the nation's poor and rural schools and libraries eligible for the deepest discounts. For example, Marcus Garvey Elementary School in Chicago is already reaping the benefits of the E-Rate. This inner city school, which previously could not afford any advanced telecommunications, is receiving nearly $90,000 in first-wave discounts, enabling it to become completely networked. Four schools in rural Alabama's Marengo County School District will receive $100,000 in E-Rate discounts, making it possible for them to also hook up to the Internet for the first time.

Vice President Gore and Secretary Riley also announced the Department of Education's Technology Literacy Challenge Fund, which provides $425 million in grants to states and local communities. This fund complements the E-Rate by allowing local communities to purchase modern computers, train teachers to effectively integrate technology, and utilize high-quality educational software. Together, these programs will support effective integration of technology throughout the curriculum.

The application window for E-Rate funding in 1999 began December 1 and will last until March 19, 1999. For more information, visit the SLC's Web site at http://www.slcfund.org or contact them at 1-888-203-8100. CU

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Assistant Secretary
MARIO MORENO

Senior Director
JOHN McGRATH

Editor
JULIE ANDERSON

Designer
BARBARA JULIUS

Contributing Writers
LINDA BUGG
MICHELLE DOYLE
MENAHEM HERMAN
MATTHEW POHLSON
DEBORAH SANTIAGO
CAROLE WACEY

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America Counts Can Help Students Master Challenging Mathematics

On November 12,1998, Vice President Gore unveiled the *America Counts Challenge*, an initiative to help all students master challenging mathematics, including the foundations of algebra and geometry, by the end of eighth grade. During a visit to the Dana Middle School in Los Angeles, California, Vice President Gore announced a six-point strategy to:

- Provide help, personal attention and additional learning time for students who need extra assistance in mastering the fundamentals of mathematics in elementary and middle school;
- Equip teachers to teach challenging mathematics by ensuring that they enter the profession with a solid understanding of mathematics and the best ways to teach it, and provide ongoing opportunities for teachers to upgrade their skills;
- Encourage a challenging and engaging curriculum for all students based on rigorous standards that meet national and international benchmarks of excellence;
- Ensure that local, state and federal resources are coordinated in support of high-quality and coherent mathematics programs that hold high expectations for all students;
- Build public understanding of the mathematics our students must master to ensure their and our nation's prosperity and growth; and
- Support high-quality research to improve our knowledge about mathematics teaching and learning.

Vice President Gore discussed with students, parents, teachers, tutors, university presidents, business leaders, and mathematics educators the National Mobilization of Mathematics Tutors and the newly expanded Federal Work-Study Waiver portion of *America Counts*. These efforts, designed to help America's elementary through ninth grade students improve their achievement in mathematics, encourage adults with an affinity for mathematics —including health care professionals, business leaders, mathematicians, scientists, and college students—to provide assistance to students who could benefit from supplemental learning time.

The national mobilization of tutors will build upon the success of the *America Reads Challenge* initiative, in which over 1,000 colleges and universities have Federal Work-Study students tutoring elementary school children in reading. The success of the *America Counts* tutoring campaign, however, depends upon the active involvement and expertise of many people in the field.

AMERICA COUNTS *Challenge*

In response to this challenge, the U.S. Department of Education will encourage colleges to establish tutoring programs that will provide sustained mathematical help to young people during and after school, on weekends, and in summer. The U.S. Department of Education, in collaboration with the National Science Foundation, will also provide information about exemplary tutoring and mentoring programs, and design and establish models for high-quality training.

For more information about *America Counts*, contact Linda Rosen at (202) 401-3389 or e-mail Linda_Rosen@ed.gov. You can also visit the *America Counts* Web site at http://www.ed.gov/inits/Math or access a guide from the U.S. Department of Education about establishing a federal work-study program at http://www.ed.gov/offices/OPE/pubs/WorkStudy. *Yes, You Can*, a guide for establishing mentoring programs, is also available at http://www.ed.gov/pubs/YesYouCan. CU

Special Insert on Family Involvement *(See inside)*

Community Update *is available on the World Wide Web at http://www.ed.gov/G2K/community.*

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February Town Meeting Will Highlight Ways to Develop Good Reading Skills at Home and School

Strong reading skills are necessary for students to succeed academically, prepare for college, and obtain the skills they will need to compete and succeed in the workplace of the 21st century. Research shows that schools, communities and families can help children learn to read well at home and school: Teachers can adjust instruction for students' individual learning needs; principals can encourage reading in all areas of the curriculum and support quality teaching; parents can reinforce and extend the reading instruction that children receive in school; and librarians and communities can help provide tutors, mentors and reading partners during and after school and in summer.

Live from Los Angeles, California, the February Satellite Town Meeting will highlight ways that schools and communities are making the teaching of reading a priority. U.S. Secretary of Education Richard Riley will present a panel of guests who will discuss how parents can reinforce key reading skills at home, and how communities can support the learning of reading. Entitled "Teaching Reading: Success Stories from School and Home," the hour-long program will air on Tuesday, February 16, at 6:00 p.m. Pacific time and 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

The coordinates are as follows:

C-Band: GE2, Orbital Location 85 degrees West; Transponder 24; Horizontal Polarity; Channel 24; Downlink Frequency 4180 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: Galaxy 3, Orbital Location 95 Degrees West; Transponder 12; Horizontal Polarity; Channel 12; Downlink Frequency 11930 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

For additional information or to register your participation, call 1-800-USA-LEARN, visit the U.S. Department of Education's Web site at http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

Vice President Announces New Efforts to Prepare Workers and Employers for 21st Century

On January 12, 1999, in Washington, D.C., Vice President Gore convened the summit on " 21st Century Skills for 21st Century Jobs." The conference brought together business and education leaders, federal, state and local officials, labor unions, and communities across the nation to discuss ways to help American workers acquire the skills they need for successful careers and ensure that employers get the skilled workers they need to stay competitive. Labor Secretary Alexis Herman, Commerce Secretary Bill Daley and Small Business Administrator Aida Alvarez also participated in the summit, which was broadcast to over 1,000 sites across the nation.

"America's competitiveness and the prosperity of our people in a changing economy depend increasingly on high-skill, high-wage jobs, " Vice President Gore said. "Realizing our potential will require investing in education and learning for all of our people throughout their lifetimes."

Vice President Gore announced several means with which to help American workers and employers. These include:

- An estimated $60 million plan to help train American workers for high-skill jobs in industries facing skill shortages;
- More worker scholarships;
- A new tax credit to encourage literacy programs at the workplace.
- A challenge to help every adult American finance postsecondary education and training throughout their lifetime and a new advisory committee of outside experts and leaders to develop options for meeting this challenge;
- Access to college aid for more working Americans and dislocated workers;
- A new award from the president and vice president for communities that effectively invest in raising skills of adults across the community;
- A new leadership group of top CEOs, college presidents, labor union leaders, cabinet members, and other public officials to help working Americans develop the skills they need for career success and economic security;
- New Internet services;
- A new Executive Order to help the federal government become a model user of technology for training; and
- A new administration report showing the payoff of investing in education and training.

To obtain more information, please visit http://vpskillssummit.org CU

Special February 1999 Insert on Family Involvement

Partnership for Family Involvement in Education

Department of Education and USA TODAY Join Forces to Create New Web Site

The U.S. Department of Education and the Partnership for Family Involvement in Education (PFIE) joined forces with *USA TODAY* in co-sponsoring a new education Web site. This unique public-private alliance expands both organizations' commitment to family-school-community partnerships.

"I want to thank *USA TODAY* for their commitment to excellence in education," U.S. Secretary of Education Richard W. Riley said. "Millions of people are benefiting from the information that is readily available through this new Web site. This is an important step in strengthening family involvement in education."

Thanks to *USA TODAY* Education and Copernicus Interactive, a provider of customized Internet content for schools, the site at http://pfie.ed.gov now contains interactive features and has greater exposure across the nation and throughout the education community. Visitors to the *USA TODAY* news Web page, which receives 21 million visits a month, can now link through *USA TODAY's* Education resources to the new PFIE Web site at http://education.usatoday.com.

"Our partnership with PFIE significantly strengthens our goal to foster the school/home alliance by providing a gateway to vital education information and resources to help educators, parents and students," said Ricardo Valencia, *USA TODAY* director of education.

The new PFIE Web site features a "spotlight" article every week, focusing on various educational and family-school-community partnership issues, and allows an interactive database search of all the members of the PFIE. The site provides examples of successful educational programs, outlines the U.S. Department of Education's initiatives, lists publications, and contains numerous links to other relevant sites.

Secretary Riley poses with Ricardo Valencia, USA TODAY director of education (left) and Tom Curley, USA TODAY president and publisher (right).

The Partnership was started in September 1994 by Secretary Riley in an effort to join together employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. Thousands of organizations are currently members of the Partnership, representing every state in the country. If you are interested in joining the PFIE, visit http://pfie.ed.gov, or call 1-800-USA-LEARN. For information about USA TODAY's education programs, call 1-800-757-TEACH. CU

Visit us online at http://pfie.ed.gov. The Partnership for Family Involvement in Education's new Web site features a database search engine of all the members of the PFIE, examples of successful educational programs, an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty years of research shows that greater family involvement in children's learning is critical to achieving a high-quality education for every student. Join us in our effort to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

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Hispanic Education Conferences Highlight Importance of Family Involvement in Children's Education

Latinos are the fastest growing community in the country but have lower educational achievement rates than other groups. In response to this national dilemma, the White House Initiative on Educational Excellence for Hispanic Americans is holding a set of conferences nationwide entitled "Excelencia en Educación: The Role of Parents in the Education of Their Children." The conferences aim to advance a national dialogue on the essential role parents play in supporting the education of their children and to build upon the strong Latino and community support for education.

The White House Initiative on Educational Excellence for Hispanic Americans sponsored the first conference in San Antonio, Texas, in October 1998 and will host the next conference in Los Angeles, California on March 5-6, 1999. Partnering in the Los Angeles event are the Los Angeles Annenberg Metropolitan Project (LAAMP), the Mexican American Legal Defense and Educational Fund (MALDEF), People United to Enrich the Neighborhood Through Education (PUENTE) Learning Center, and the UCLA Office of Academic Development.

These conferences reflect a shared commitment to improve educational opportunities for all children, and most particularly for Latinos. Participants are given the opportunity to address current educational issues, focus on strategies to support parents whose own education ended before the completion of high school, and consider how schools, teachers, civic leaders, community-based organizations, businesses, and federal agencies can reach out to parents to more fully engage them in their children's education.

Sarita Brown, executive director of the White House Initiative on Educational Excellence for Hispanic Americans, and a panel of parents listen to a conference welcome by Representative Ruben Hinojosa (D-TX).

The White House Initiative on Educational Excellence for Hispanic Americans is already working with community leaders in New York, Chicago, and Miami to stage similar conferences in 1999. For more information, call (202) 401-4521. CU

Secretary Riley keynoted a special event co-hosted by AFT President Sandra Feldman (right) to launch the CD ROM, "Partners for Learning: Preparing Teachers to Involve Families," a teacher preparation kit developed by family/school members of the Partnership for Family Involvement in Education. The event took place during AFT's 1999 midwinter conference in Washington D.C. Call 1-877-4ED-PUBS to request a kit.

Calendar

March 21-23

The National Association of Elementary School Principals' (NAESP) tenth annual National Principals' Hotline to answer questions about schools, children, and education. For more information, contact June Million at (703) 518-6260 or (703) 684-3345

April 6-10

The National Association of School Psychologists' 31st Annual Convention, "A Blueprint for the Future," in Las Vegas, Nevada, at Bally's Hotel and Resort. For more information, contact Marcia Harvey at (301) 657-0270 or visit http://www.naspweb.org

May 6-7

The 1999 Business and Education Conference, "Making It Work, Making It Pay... Better Education Is Everybody's Business," at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit http://www.conference-board.org

U.S. Department of Education Honors Citizens' Efforts to Improve Education

On December 9, 1998, U.S. Secretary of Education Richard W. Riley presented the U.S. Department of Education's first-ever "John Stanford Education Heroes" award to ten individuals selected for their commitment to improving schools and communities and increasing learning opportunities for students. Secretary Riley named the awards in honor of the late General John H. Stanford, the former Seattle schools superintendent who was well known for inspiring the community to get involved in efforts to improve local schools.

The competition was designed to honor parents, teachers, principals, members of the community or religious organizations and employers from around the country who have undertaken activities to help children learn and to improve schools. Award recipients were honored for their creative and innovative approaches to engaging students in science, technology, the arts or nature to inspire them to learn; involving parents and the community in establishing equitable and respectful learning environments for diverse student populations; mobilizing parents to better communicate with and get involved in schools; and making their message for better education heard by the larger community. Secretary Riley's ten regional representatives nominated individuals who have excelled in their communities and the winners were selected by a committee consisting of members of the Partnership for Family Involvement in Education.

The 1998 John Stanford Education Heroes award was presented to Patty Arthur of Spokane, Washington, a parent volunteer who formed an organizing team with other parents, teachers and the principal at the Ridgeview School in an effort to improve student learning; Steve DeMasco of New Haven, Connecticut, founder of the Kids for Life Foundation which helps students develop self-respect and discipline; Eugene Eubanks of Kansas City, Missouri, a professor at the University of Missouri-Kansas City and a widely recognized consultant in the area of education, equity, desegregation and urban problems; Kathleen Gaffney of Jersey City, New Jersey, president and co-founder of Artsgenesis, a non-profit arts education organization which creates arts programs for children, parents and educators; Jacqueline Greenwood of Indianapolis, Indiana, principal of Arlington High School and a supporter of parent and community involvement to promote positive role models in her school; Don Johnson of Springdale, Arkansas, principal of Elmdale Elementary School where he has implemented mentoring and tutoring programs to benefit his students; Veronica Joyner of Philadelphia, Pennsylvania, national president and founder of Parents United for Better Schools (PUBS), where she works to empower parents to become involved in their local schools; Roy Kaplan of Tampa, Florida, executive director of the Tampa Bay chapter of the National Conference for Communities and Justice where he works to provide students with alternatives to racial, cultural and personal injustice; John McConnell of Grand Junction, Colorado, founder of the Sci-Tech Exploratorium at Wingate Elementary School where he assists students with mentoring and tutoring programs; and Alice Waters of Berkeley, California, founder of "The Edible Schoolyard" program at the Martin Luther King Jr. Middle School, a program that involves students directly in planting, harvesting and cooking their own school lunches. For more information, call 1-800-USA-LEARN. CU

Catch an E-Rate Wave

Schools and libraries across the country are beginning to celebrate the long awaited receipt of E-rate funding commitment letters issued by the Schools and Libraries Universal Service Division (SLD). E-Rate discounts for Year 1 have been distributed as follows:

- On November 23, 1998, the first wave of 3,060 letters was mailed, allocating $73,146, 337;
- On December 8, 1998, the second wave of 3,368 commitment letters was sent, allocating $75,592,702;
- On December 23, 1998, the third wave rolled out $25,240,419 to 1,112 applicants;
- On December 30, 1998, the fourth wave, the SLD committed $33,373,900 to 1,086 applicants;
- On January 15, 1999, the SLD issued part II of wave four. This special wave of E-rate funding commitment letters, allocating nearly $8 million, was issued to 1,300 library applicants from every state; and
- Wave five, which was sent on January 21,1999, consists of more than 4,500 letters committing over $211 million dollars.

To date, the SLD has committed over $427 million to 13,000 applicants, and schools and libraries are eager to submit applications for Year 2 (July 1,1999-June 30, 2000). The application window for E-rate funding in 1999 opened on December 1, 1998 and will close on March 19, 1999. For more information, visit the SLD Web site at http://www.slcfund.org or call 1-888-203-8100. CU

On February 2, 1999, half a million students across America will participate in "Groundhog Job Shadow Day," a national initiative to engage students in the world of work. A joint effort of a coalition comprising America's Promise—The Alliance for Youth, the National School-to-Work Office, Junior Achievement and the American Society of Association Executives, Groundhog Job Shadow Day gives students an opportunity to apply the skills they learn in school to the workplace. For more information, call (410) 810-7910 or visit http://www.jobshadow.org.

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First Lady Launches the Mars Millennium Project

Citing the White House Millennium Council's theme "Honor the Past, Imagine the Future," First Lady Hillary Rodham Clinton launched the Mars Millennium Project on January 14, 1999, at the National Air and Space Museum in Washington, D.C.

"There is nothing that entices children and adults as much as the idea of space travel and colonization with respect to imagining the future," Mrs. Clinton said. "Starting next school year, students all over the country will be able to take off on their own journeys of imagination to Mars."

The Mars Millennium Project is an exciting youth initiative that challenges students across the nation to imagine and plan a community on the planet Mars for the year 2030. The launch included a videotaped address from the honorary chair, former U.S. Senator and astronaut, John Glenn, and was attended by U.S. Secretary of Education Richard W. Riley, National Aeronautics and Space Administration Administrator Daniel Goldin, National Endowment for the Arts Chairman Bill Ivey, Vice President for Education of the J. Paul Getty Trust Ted Mitchell, and former Manager of JPL's Mars Exploration Program Donna Shirley.

"The Mars Millennium Project offers an exciting opportunity for our teachers and students to link a variety of learning disciplines and multi-step problem solving, and to harness students' creative impulses," Secretary Riley said.

An interdisciplinary effort, the Mars Millennium Project will engage kindergarten through high-school students in classrooms and youth groups throughout the United States. Working in teams and with educators, community leaders and professionals in many fields, hundreds of thousands of young people will weave the arts, sciences, and humanities into an exploration of their own communities. The result will be student projects or designs for a new community on Mars—one that is scientifically sound and offers a high quality of life—and one in which they would be proud to live.

The project will unfold in both formal and informal educational settings. Participation kits geared for grade levels K-2, 3-5, 6-8, and 9-12, as well as community organizations, will be available in March 1999. Students will work on their designs during the 1999-2000 school year, with project concepts entered into a National Registry and finished works displayed in an online virtual gallery and at local and national exhibits in the spring and summer of 2000.

Guiding the Mars Millennium project are the U.S. Department of Education, the National Aeronautics and Space Administration and its Jet Propulsion Laboratory, the National Endowment for the Arts, and the J. Paul Getty Trust, in concert with the White House Millennium Council. In addition, more than 90 of our nation's most prestigious organizations, corporations and businesses have signed on in support of the project, many of whom are supplying resources and materials to promote the project and providing additional learning opportunities to project teams.

For more information on how you can become involved in this exciting nationwide initiative, visit the project's Web site at http://www.mars2030.net, or contact the project managers at (310) 274.8787, extension 150 or via e-mail at mars@pvcla.com. CU

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
MARION BANFIELD
WENDY GOLDSTEIN
MENAHEM HERMAN
DIANE JONES
DEBORAH SANTIAGO
LISA TALCOVE
CAROLE WACEY

Community Update

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U.S. Department of Education

New Challenges, A New Resolve: Moving American Education into the 21st Century

Editor's note: *On February 16, U.S. Secretary of Education Richard W. Riley delivered his sixth annual State of American Education address in Long Beach, California. Below are excerpts from the speech "New Challenges, A New Resolve: Moving American Education into the 21st Century." The entire speech is available on the World Wide Web at http://www.ed.gov/Speeches/990216.html.*

This is an exciting time for American education....Across America there is a new realism mixed with hope: a willingness to take an honest accounting of our situation; a clear understanding of the changes we are experiencing and the challenges ahead; and a new resolve to overcome these challenges to give all of our children real hope for the coming times—to get serious about providing a quality education to every American....

We have a new national focus on reading and we are hopeful that we have ended the reading wars. A landmark study by the National Academy of Sciences has laid out a balanced plan to improve reading. And, last week, we released new data that tells us that our nation's reading scores are up for the first time in all three grade levels—fourth, eighth and twelfth. That's progress. But 38 percent of our fourth graders are struggling to learn this very first basic.

Our achievement scores are up for math and science. New standards have helped. Yet, we have an increasing shortage of quality math and science teachers. And our nation's math and science curriculum does not come close to matching world standards in our middle and high schools.

We have a stubborn achievement gap between the well-off and the poor. This is a hard, cold reality; too many of our schools are failing some of our children and some of them shouldn't be called schools at all. We need to turn this around....

Another fact of great concern: our nation's school buildings are over-crowded or simply wearing out. The American people know that and so do I. The President is going back to the Congress for the third year in a row to get you the help you need to modernize your schools. Congress needs to get it done.

U.S. Secretary of Education Richard W. Riley delivered his sixth annual State of American Education address on February 16, 1999, at California State University at Long Beach.

Access to college is one of the greatest achievements of American education. Increases in Pell Grants and college work-study and the creation of the Hope and Lifetime Learning tax credits will give many more Americans the ability to get a higher education. We estimate that 5 million Americans will use the Hope tax credit for the first time this year when they fill out their income taxes....

As our children master the basics, we have to make sure that they go to schools that are safe and disciplined....Last year was a terrible time of random killings in our nation's schools. This school year has started somewhat more quietly. But we must always remain vigilant....

(continued on back page)

Special Insert on Family Involvement *(See inside)*

From March 1-15, a series of technical workshops in 11 sites across the country will be held to assist people who are interested in applying for $120 million in partnership and state competitive grants under the U.S. Department of Education's GEAR UP initiative. GEAR UP will fund five-year programs to give middle grades students the hope and pathways to prepare for college. For more information, call 1-800-USA-LEARN or visit http://www.ed.gov/gearup. You can register online.

March Town Meeting Will Focus on Comprehensive School Reform

Research tells us that the best way to improve a school is with a comprehensive approach ensuring that every element of the school focuses on raising student achievement. Such an approach aligns all of a school's resources—human, financial, and technological—and focuses on core academic subject areas, professional development for teachers, school organizations, and parent involvement, to meet challenging academic standards.

Live from Denver, Colorado, the March Satellite Town Meeting will focus on schools and communities that are using research-based designs for schoolwide change that work to raise student achievement. U.S. Secretary of Education Richard Riley and his panel of guests will examine comprehensive school improvement programs across the country that emphasize standards, basic academics and parental involvement. Entitled "High Standards at Work: Comprehensive Approaches to School Improvement," the hour-long program will air on Tuesday, March 16 at 6:00 p.m. (MT) and 8:00 p.m. (ET).

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

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Ku-Band: SBS 6, Orbital Location 74 Degrees West; Transponder 9; Horizontal Polarity; Channel 9; Downlink Frequency 11921 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For more information, call 1-800-USA-LEARN, visit http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

Preparing Tomorrow's Teachers to Use Technology

For the first time, the U.S. Department of Education this summer will award $75 million for grants that will help prepare future teachers to use modern learning technologies. The *Preparing Tomorrow's Teachers to Use Technology* program is part of President Clinton's larger technology literacy initiative to ensure that all teachers are able to effectively use technology for improved teaching and learning.

In less than a decade our nation's schools must recruit over two million new teachers. These future teachers must enter their classrooms as well-prepared technology proficient educators ready to work with modern learning technologies. To meet this demand, the *Preparing Tomorrow's Teachers to Use Technology* program will award Capacity Building, Implementation, and Catalyst grants.

Approximately 200 Capacity Building grants averaging $120,000 will support one year of work by universities, colleges, and consortium partners to lay the groundwork for the implementation of a full-scale technology-based teacher preparation initiative. In addition, 75 Implementation grants, of up to $400,000 a year for three years, will be awarded to institutions and consortia that are now ready to initiate systemic teacher preparation reform by starting or significantly expanding a program to develop well-prepared technology proficient teachers. Approximately 30 Catalyst Grants, averaging $500,000 a year for three years, will be awarded to regional or national consortia with successful track records and promising strategies for systemic improvements in the preparation of teachers to use technology.

Application workshops are scheduled in seven cities from March 24-April 9. For more information, visit http://www.ed.gov/inits/FY99/ or call 1-800-USA-LEARN. Application guidelines for this program will be available in mid-March, with a deadline of May 24. Grants will be awarded by mid-August of this year. You may contact the program by fax at (202) 260-8412 or visit http://ww.ed.gov/inits/FY99/techapp.html to obtain additional information. Send application guideline requests to: Thomas G. Carroll, Director, *Preparing Tomorrow's Teachers to Use Technology*, U.S. Department of Education, Higher Education Programs, 1280 Maryland Avenue, S.W., Washington, D.C. 20202-5131. CU

Partnership for Family Involvement in Education

The 1999 Business and Education Conference: Better Education Is Everybody's Business

For the third year in a row, Employers for Learning of the Partnership for Family Involvement in Education and The Conference Board are cosponsoring a conference, "Making It Work, Making It Pay...Better Education Is Everybody's Business" will take place on May 6-7 at the Fairmont Hotel in San Francisco. Attendees will include a broad spectrum of interested employers, educators and community and religious leaders.

The conference offers a unique opportunity for everyone interested in business-education partnerships that support family involvement in education. Attendees will be able to share examples of effective practices that help accelerate efforts to improve education and transitions to postsecondary education, training and work, and use them to leverage exemplary practices drawn from the school day and from after-school learning. Presentations include "Making Technology Integral to Instruction and Learning"; "Improving Student Achievement in Science"; "Building Linkages for Success: In-school and After-School Learning"; and "Accelerating Best Practices that Support Employee and Family Involvement in Education." Business and Education leaders will discuss how business-education partnerships can be a "win/win" for employers and their school partners.

Employers, and representatives of schools, postsecondary institutions, and community organizations are encouraged to attend the conference. For registration information, call The Conference Board at (212) 339-0345, write The Conference Board, P.O. Box 4026, Church Street Station, New York, New York 10261-4026, or register online at http://www.conferenceboard.org. Special registration rates are available for non-profit organizations and educators. CU

At a recent meeting of the Partnership for Family Involvement in Education's family/school groups hosted by Morgan State University, a sign-on ceremony took place at which the university joined the Partnership. Pictured above from right to left are Assistant Secretary of Education Mario Moreno, President of Morgan State University Earl S. Richardson, Deputy Assistant Secretary of Education Wilson Goode, and CEO of the Baltimore City Public School System Robert Booker.

Visit us online at http://pfie.ed.gov. The Partnership for Family Involvement in Education's new Web site features a database search engine of all the members of the Partnership, examples of successful educational programs, an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty years of research show that greater family involvement in children's learning is critical to achieving a high quality education for every student. Join us in our effort to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

In December, 1998, U.S. Secretary of Education Richard W. Riley led a town hall discussion at the fourth Religion and Education Summit, hosted by Spalding University in Louisville, Kentucky, and cosponsored by the Partnership for Family Involvement in Education. The Religious and Community Steering groups of the Partnership met in Atlanta on February 25, 1999. For more information, call 1-800-USA-LEARN or e-mail partner@ed.gov.

ANNOUNCEMENTS

- The First Day Foundation, a member of the Partnership for Family Involvement in Education, encourages communities and employers to get involved in local schools by holding special activities on the first day of school, and providing leave for employees to participate. For more information, call 1-877-FIRSTDAY, write to First Day Foundation, P.O. Box 10, Bennington, Vermont 05201, or visit http://www.firstday.org.
- ACT, Inc., a founding member of the Partnership for Family Involvement in Education, offers information and resources on getting ready for college. Parents wanting to find information on the college application process and on meaningful career paths for their children should explore ACT's "Information for Parents" Web site. Suggestions about becoming familiar with college entrance requirements in the freshman and sophomore years, researching colleges and majors, and applying for financial aid are mapped out in an easy-to-follow timeline. For more information, contact Susan Owen, ACT, Inc., P.O. Box 168, Iowa City, Iowa 52243, call (319) 337-1156, fax to (319) 337-1014, e-mail webmaster@act.org or visit http://www.act.org/path/parent/.
- The Partnership has produced materials on preparing educators to involve families, including speakers notes, overheads and the Harvard Family Research Project publication *New Skills for New Schools: Preparing Teachers in Family Involvement.* These materials are available at the Partnership's Web site at http://pfie.ed.gov/bpres.php3. Call 1-877-4ED-PUBS to order a hard copy of the publication (#EE 0201P). CU

Calendar

March 21-23

The National Association of Elementary School Principals' (NAESP) tenth annual National Principals' Hotline to answer questions about schools, children, and education. To speak with a principal, call 1-800-944-1604 on March 21 from 3 p.m. to 9 p.m.; March 22 from 10 a.m. to 10 p.m.; and March 23 from 10 a.m. to 4 p.m. (EST).

April 6-10

The National Association of School Psychologists' 31st Annual Convention, "A Blueprint for the Future," in Las Vegas, Nevada, at Bally's Hotel and Resort. For more information, contact Marcia Harvey at (301) 657-0270 or visit http://www.naspweb.org.

May 6-7

The 1999 Business and Education Conference, "Making It Work, Making It Pay: Better Education Is Everybody's Business," at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit http://www.conference-board.org.

President Clinton Sends FY 2000 Education Budget to Congress

President Clinton's FY 2000 balanced budget proposal focuses on real improvements in student achievement by accelerating fundamental changes and increasing accountability based on high standards. The budget seeks to help end social promotion, reduce class size, modernize schools, raise the quality of teaching, expand after-school activities, improve literacy, and provide new pathways to college for disadvantaged students.

Key priorities of the president's FY 2000 budget request for the U.S. Department of Education include:

- **$1.4 billion for class size reduction**, an increase of $200 million, to recruit and train 100,000 new teachers over seven years to reduce class size in grades 1-3 to a nationwide average of 18 students.
- **$491 million for Goals 2000** to help schools raise academic standards, improve teaching, expand the use of technology and increase parental involvement.
- **$450 million for the Technology Literacy Challenge Fund**, an increase of $25 million, to provide students and teachers with computers, educational software, telecommunications and technology training.
- **$600 million for keeping schools open as 21st Century Community Learning Centers**, an increase of $400 million, to support before- and after-school programs that will keep schools open as safe havens while providing extended learning activities to improve student achievement.
- **$175 million for schools to carry out comprehensive school reform**, an increase of $30 million, to help schools carry out research-based improvement.
- **$130 million for Charter Schools**, an increase of $30 million, to support the planning, development and implementation of public charter schools.
- **$8 billion for Title I Grants to Local Education Agencies**, an increase of $320 million, to help disadvantaged students master basic skills and challenging curriculum, and meet high standards.
- **$286 million for the Reading Excellence Act**, an increase of $26 million, to help children learn to read well and independently by the end of the third grade.
- **$115 million for Teacher Quality Enhancement**, an increase of $40 million, to help recruit and prepare excellent and diverse teachers for America's classrooms.
- **$591 million for Safe and Drug-Free Schools programs,** an increase of $25 million, to help schools become safe, drug-free learning environments and place drug and violence prevention coordinators in middle schools.
- **$7.4 billion for the Pell Grant Program**, to raise the maximum Pell award from $3,125 to $3,250 and provide Pell Grants to over 3.9 million low-income students.
- **$934 million for Work-Study**, an increase of $64 million, to help undergraduate and graduate students pay for college through part-time work assistance.
- **$240 million for GEAR UP**, an increase of $120 million, to give disadvantaged students and their families new pathways to college by partnering middle and high schools with colleges and universities or through state-administered programs.
- **$630 million for TRIO Programs**, an increase of $30 million, to provide education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.
- **$20 million for Learning Anytime Anywhere Partnerships**, an increase of $10 million, to support access to quality postsecondary education for underserved populations through the use of technology and related innovations.
- **$10 million for Building Schools as Centers of Community Grants** to encourage greater public participation in the planning and design of new schools.
- **$6.7 million for America Counts** to ensure that middle school students master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade.

President Clinton also will propose, as part of his tax legislation, tax credit to support $25 billion in interest-free bonds to finance construction or renovation of up to 6,000 elementary and secondary schools. Additional information pertaining to the U.S. Department of Education's FY 2000 budget is available by calling 1-800-USA-LEARN or by visiting http://www.ed.gov/offices/OUS/Budget00/. CU

From March 8-29, the U.S. Department of Education is offering a series of technical workshops in six sites across the country to assist people who are interested in applying for the Reading Excellence and Class Size Reduction programs. For more information, visit http://www.ed.gov/inits/FY99 or call (202) 260-8228.

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Ms. June Smith
Eric/Ir
Aquisitions Secretary
030 Huntington Hall
Syracuse Univer NY 13244-

Excerpts from State of American Education Speech (continued):

We have to give teachers and principals the resources they need and free up their creativity to achieve results and reach high standards. We must make sweeping efforts to make teaching a first-class profession. And, then, we must hold schools accountable for results.

This is why President Clinton will send to Congress a significant revision of the Elementary and Secondary Education Act. This revision is based on a comprehensive three-part strategy: 1) targeting increased investments to disadvantaged children, with particular attention to the early years of schooling; 2) improving teacher quality; and 3) promoting real accountability for results....

Now, I want to talk to you about America's teachers—America's future....We can no longer fiddle around the edges of how we recruit, prepare, retain and reward America's teachers. This is why I call on governors and state legislatures to rise to the challenge and take a comprehensive look at the needs of this vital profession....

I ask state leaders to recognize the full dimension of the problem. Too many potential teachers are turned away because of the cumbersome process that requires them to jump through hoops and lots of them. Too many veteran teachers tell me that the process of maintaining their license adds little value to their professional expertise. And too many of our best teachers are leaving the profession because of low pay, poor working conditions and weak school leadership....

To recruit teachers, we must first overcome this paradox: in every poll, Americans tell us that being a teacher is one of the most important and valued jobs in this land. So often, however, these same Americans discourage their children from entering the profession because of low salaries....

To prepare the next generation of teachers, we must turn to the presidents of our great colleges and universities for new leadership. Our colleges of education can no longer be the sleepy backwaters that many of them have been. There must be greater collaboration from all parts of the university community, including the arts and sciences....

Now a few thoughts about the future. Let's stretch our minds and ask ourselves how we can make American education more engaging....

Last month, with the support of First Lady Hillary Rodham Clinton and with the help of NASA, the National Endowment for the Arts, the Jet Propulsion Lab at Cal Tech and the J. Paul Getty Trust, we launched the "Mars Millennium Project."

This project is a fusion of the arts, science and technology and it will ask thousands of young people to imagine and help us create the first American colony on Mars. We need to develop hundreds of projects like the "Mars Millennium Project" to make learning exciting and challenging....

I am optimistic. With a realism that is mixed with hope, we can achieve the democracy of excellence we seek. Let us build those new connections that bind us together. And let us always remember that the "victory is in the classroom" with America's teachers...America's future. **CU**

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Assistant Secretary
MARIO MORENO
Senior Director
JOHN McGRATH
Editor
JULIE ANDERSON
Designer
BARBARA JULIUS
Contributing Writers
TOM CARROLL
MICHELLE DOYLE
MENAHEM HERMAN